



Junior School (Years R-6)

# CURRICULUM GUIDE 2025



CHRISTIAN  
BROTHERS  
COLLEGE





**Mr David Johnston**  
Principal

## A Message from the Principal

Welcome to the CBC Curriculum Guide.

At CBC, we value each boy, and we want him to have an academic pathway built around his individual needs, abilities, and interests.

Our Junior Campus caters for the unique learning styles of young boys, combining structured and play-based learning experiences. Traditional foundation skills such as literacy and numeracy are a focus. Students are extended in these areas through activities such as internal and external competitions and exposure to experiential learning, which builds resilience, problem-solving, independence, social aptitude and mindfulness.

The synergy that exists between childhood development and a boy's ability to learn, absorb and apply knowledge is reflected in the College's approach. Our understanding of key developmental milestones informs teaching strategies and the delivery of tailored learning experiences.

Enriching activities, which include public speaking, chess, camps, arts, choirs, orchestra, bands, excursions and mathematical, science and English competitions, are integrated into the core program. Boys are also given the opportunity to extend their talents by participating in Enrichment Days, Mathematics Competitions, Future Problem Solving, extension mathematics groups, individual instrumental lessons and a full sporting program.

Our staff will work closely with your son to encourage him to strive for excellence, find challenges for growth and development, and support him to make the most of every opportunity.

We look forward to sharing the learning journey with you and your son and supporting all our students to be the best they can be.







**Mrs Alison Ronoastro**  
Head of Junior Campus

## From the Head of Junior Campus

The Junior Campus strives to encourage its students to become responsible global citizens and resilient, independent and lifelong learners. Using pedagogy that promotes academic, spiritual, social, emotional and physical growth and is informed and authenticated by contemporary research, we aim to support all of our students in achieving personal success. Excitement and wonder characterise the Junior School years, and our skilled and passionate staff inspire and develop a deep sense of natural curiosity and inquiry to enable students to build new knowledge and a better understanding of the world they inhabit. Learning experiences are enhanced by our state-of-the-art Junior Campus facilities, which are designed to meet the requirements of primary-aged students in a 21st Century context. Classrooms are energetic, colourful and busy, with the boys fully engaged in investigative learning tasks.

Students in Year 6 are considered the leaders of our Junior Campus and are encouraged to be positive role models. They are given opportunities to be selected as leaders and to be 'big brothers' to our younger students.

Through participation in our leadership programs, they are presented with opportunities to explore and develop their leadership skills and become advocates for social justice. For some students, the

transition to Year 7 at the Senior Campus can be a challenging time. During Term 4, while the Adelaide 500 takes place, we relocate the Junior Campus to the Senior Campus, and the Year 6 students spend the two weeks getting to know the teachers and the area in readiness for Year 7. These two weeks are invaluable for the students to become familiar with their new surroundings.

All Year 6 students are presented with the opportunity to attend the annual trip to Canberra, which has established itself over the past years as an important part of the Year 6 learning program. This experience also provides the Year 6 boys an invaluable opportunity to further bond as a group and begin to embrace what is, for them, a natural point of transition.

At the Junior Campus, we celebrate the diversity and the achievements of each of our students. Within this supportive and challenging environment, students feel a strong sense of well-being, connection and purpose. Class gatherings, assemblies and our college newsletter provide opportunities for us to publicly acknowledge the wide range of student achievement.





# Our Curriculum

## Junior School Curriculum

### Pedagogy

Teachers at CBC Junior Campus make use of research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. They employ high quality resources and/or approaches that have been built around a strong evidence base in response to identified student learning needs.

Teachers implement a variety of teaching methods that have been shown to be effective in promoting successful learning for all students. These include:

Providing clear learning objectives.

- Creating a positive classroom environment where all students are engaged, challenged, feel safe to take risks and are supported to learn, one in which a students' belief in his own capacities to learn successfully is nurtured.
- Understanding of the relationship between effort and success is nurtured.
- Providing opportunities for collaborative work.
- Making links to areas outside the specific lesson.
- Supporting and promoting discussion for deeper understanding.
- Providing sufficient opportunities for children to reflect on their learning.
- Ensuring that a range of strategies is employed in teaching.

Teachers at CBC Junior Campus link learning to prior knowledge and build effective connections by combining their knowledge of the specific subject matter and their knowledge of the cognitive, social and cultural backgrounds of the students. They combine strong professional teaching skills with reflective teaching practice, they take responsibility for their students' learning and look to themselves and what they can control to help their students to develop and learn.



## The Australian Curriculum

The Australian Curriculum is designed to teach students the skills and knowledge necessary to be confident and creative individuals and become active and informed citizens for a 21st Century environment. In the early years, priority is given to literacy and numeracy development as the critical foundations for future learning. As our students progress through the primary years, an increasing focus is placed on developing the knowledge, understanding and skills of all eight learning areas. In addition, Christian Brothers College utilises the CESA Frameworks of 'Crossways' and 'Made in the Image of God' for developing teacher programs in the subject of Religious Education.

### Within the Australian Curriculum there are three dimensions:

- **Learning Areas** – English, Mathematics, Science, Health and Physical Education, Humanities, The Arts (Dance, Drama Media Arts, Visual Arts, Music), Technologies (Digital and Design) and Languages. Each of the learning areas contain content descriptions that detail knowledge, understanding and skills that are to be taught each year or across a band of years. These content descriptions are accompanied by achievement standards that describe what students will know and will be able to do as a result of the teaching and learning in their classroom.
- **General Capabilities** –The Australian Curriculum has seven general capabilities: Literacy, Numeracy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding and Information and Communication Technology Capacity. These are skills and abilities intended to prepare young Australians to learn, live and successfully work in a 21st Century environment.
- **Cross-curriculum priorities** –There are three priorities: Aboriginal and Torres Strait Islanders Histories and Culture, Asia and Australia's Engagement with Asia and Sustainability and are considered critical to Australia's future.

At Christian Brothers College (Junior Campus) we use the Australian Curriculum to provide an engaging and contemporary curriculum for all learning areas. Accordingly, a student's achievement in these areas is assessed and reported on against the Australian Curriculum Standards. However, every one of our students is considered unique, with different needs, interests and aspirations. Our staff employ all three of the dimensions of the curriculum to plan and implement in ways that respond to the student's individual needs, interests and aspirations.

## Assessment

Teachers at CBC Junior Campus use the achievement standards contained within the Australian Curriculum to make balanced judgements about the quality of learning demonstrated by students. Assessment of student learning takes place at different levels and for different purposes and the data collected is both quantitative and qualitative.

Active participation in class activities is expected both individually and as a member of a group. Assessment of student learning and growth may include the following:

- Diagnostic Testing
- Oral presentations
- Classroom Observation and anecdotal evidence
- Written reflection on personal learning
- Interviews
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- On-line assessment of learning achievement – NAPLAN and Progressive Achievement Test (PAT)
- Teacher-created tests
- Rubrics
- Self and peer-evaluation
- Completion of a Student Engagement Matrix
- Presentations using digital technology

Reports are sent home twice yearly and contain a summary of students' achievements, commitment to learning and strategies to enhance his learning. Reporting plays a key role in developing effective school/family partnerships to support student learning. Parents also have the opportunity to discuss their child learning and progress throughout the year, and attend Parent Teacher Interviews twice a year.

# Junior Campus Learning Areas

## English

The English curriculum is built around the three integrated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The English curriculum expands student's understanding of the conventions of spoken and written language use at home, at school, socially and in other contexts. We aim to promote in students the skills necessary for them to become confident communicators, imaginative thinkers and informed citizens. At CBC Junior Campus, students are also taught to engage imaginatively and critically with literature to expand the scope of their vocabulary and experience.

## Chinese

The Languages curriculum is organised through the two interrelated strands of Communicating and Understanding. Through these students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication. At CBC Junior Campus, Chinese is offered to all students, with a focus on Chinese culture and includes a conversational approach to language learning. Comprehension and communication skills both oral and written are developed; students are encouraged to explore and use the language creatively through dialogue which in turn further develops their cross-cultural understanding.

## Health and Physical Education

Health and Physical Education has two interrelated strands of Personal, Social and Community Health, and Movement and Physical Activity. At CBC Junior Campus students are taught how to enhance their own and others' health, safety and wellbeing. They also participate in physical activities in varied and changing contexts. A Specialist PE teacher provides a comprehensive program of participation in a variety of Physical Education activities and games during weekly lessons, that focuses explicitly on developing movement skills and concepts students need to participate in physical activities with competence and confidence.

## Humanities

Humanities includes a study of: History, Geography, Civic and Citizenship and Economics and Business. It is a study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Through studying Humanities, students at CBC Junior Campus, develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. The Humanities subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st Century.

## Mathematics

At CBC Junior Campus, students are encouraged to develop a positive attitude, curiosity in and enjoyment of Mathematics and its application in everyday situations. The Mathematics curriculum provides students with essential mathematical skills and knowledge through the strands of Statistics and Probability, Measurement and Geometry and Number and Algebra; whilst developing the proficiencies of *Understanding*, *Fluency*, *Problem Solving* and *Reasoning*. The use of relevant active and concert experiences form vital stages in the development of key mathematical understandings and lead to the increasing use of models, pictures and symbols to represent and communicate ideas.

## Music

Every student at the Junior Campus attends a weekly music lesson in the Performing Arts Centre. Here they have the opportunity to develop an understanding of composing and performing music on a variety of different instruments. All students also have the opportunity to learn a musical instrument from a variety of private tutors that use the tutor rooms at the Junior Campus. We also invite all Year 6 students to be part of the Catholic Schools Music Festival Choir that perform with other students from Catholic Schools from around South Australia, at the Festival Theatre at the end of Term 3.

## Religious Education

The Religious Dimension is the core element in everything we do and is founded on the teachings of Jesus through the Gospels, as reflected in the Edmund Rice tradition. The Religious Education curriculum is organised around three conceptual interrelated strands of: *Believing*, *Living*, and *Celebrating*. A fourth strand, *Praying*, is integrated across the three strands. The Religious Education curriculum aims to ensure that students acquire knowledge, understanding and appreciation of the Catholic faith and develop the skills and knowledge to become strong advocates of social justice. The Religious Education curriculum encourages students to explore their own faith journey. CBC Junior Campus supports families in the preparation for the Sacraments of Reconciliation, Confirmation and First Communion. Another aspect of the Religious Education Curriculum is embedded across all learning areas is 'Made in the Image of God' Curriculum. This is divided into four strands; *Being Connected*, *Being Moral*, *Being Sexual* and *Being Human*. It is based on the fundamental belief that humans are made in God's image and are deserved of the utmost dignity and respect, and that sexuality, integral to the human person, is a gift from God through which we can live out our vocation to love. The only strand that is taught on its own is the 'Being Sexual' strand. Parents will be notified before this area of the curriculum is taught, giving them the option to withdraw their child from these lessons.





## Science

The Science curriculum has three interrelated strands of Science Understanding, Science as Human Endeavour and Science Inquiry Skills. These provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. At CBC Junior Campus students engage in a range of hands on experiences and research tasks that lead them to observe and appreciate the physical world, pose problems, conduct tests, make investigations, draw conclusions and communicate their findings. Students explore biological, chemical, physical, Earth and Space sciences.

## Technologies

Technologies describes two distinct but related subjects: Design and Technologies and Digital Technologies.

Design and Technologies involves the purposeful application of knowledge, experience and resources to create products and processes that meet human needs. The process of designing, making and appraising drives this learning area. Technology education aims to improve students' ability to achieve successful outcomes by applying knowledge and appropriate resources to meet particular needs and purposes.

Digital Technologies involves the use of computational thinking and information systems to define, design and implement digital solutions. At CBC Junior Campus, we focus on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems. Students develop explicit knowledge, understanding and skills relating to operating and managing ICT and applying social and ethical protocols while investigating, creating and communicating.

## The Arts

The Arts Curriculum includes five subjects. These are: dance, drama, media arts, music and visual arts. At CBC Junior Campus both dance and drama are integrated in all areas of the curriculum. Our students' natural abilities are nurtured and encouraged through participation in visual arts and music lessons. The Visual Arts curriculum is structured around the three main strands of: *Art in Context*, *Art Practice*, and *Art Analysis and Response*. Through involvement in visual art experiences, our students develop creative and powerful ways of expressing themselves. They also learn to understand the various concepts, conventions, skills and techniques. Through responding to, reflecting upon and analysing art, our students develop a critical appreciation of their own works and those of others. Both artistic creativity and self-expression is fostered.

# Learning Area Overview

	Compulsory Subjects		Non-Core / Elective Subjects		
Junior School	Chinese English Health and Physical Education Humanities Mathematics	Music Religious Education Science Technologies The Arts			
Year 7	Chinese (Mandarin) Civics and Citizenship Design Technology & Engineering Digital Technologies English Food Technology Geography	Health and Physical Education History: The Ancient World Italian Mathematics Religious Education Science The Arts (Drama, Music and Visual Arts)	English Enrichment Health and Physical Education (Soccer) Humanities Enrichment Mathematics Enrichment Science Enrichment		
Year 8	Civics and Citizenship Design Technology & Engineering Digital Technologies English Food Technology Geography Health and Physical Education	History: The Ancient to the Modern World Italian or Chinese (Mandarin) Mathematics Religious Education Science	Drama English Enrichment Health and Physical Education (Soccer) Humanities Enrichment Mathematics Enrichment	Music Science Enrichment Visual Arts and Design	
Year 9	Civics and Citizenship English Geography Health and Physical Education	History: The Making of the Modern World Mathematics Religious Education Science	Design Technology & Engineering Digital Technologies Drama English Enrichment Food Technology	Health and Physical Education (Soccer) Humanities Enrichment Italian or Chinese (Mandarin) Managing Money and My Future Mathematics Enrichment	Music Science Enrichment Visual Arts – Art Visual Arts – Design Visual Arts – Digital Art
Year 10	Biology Chemistry English Exploring Identities and Futures (Stage 1) General Mathematics Health and Physical Education History: The Modern World and Australia Physics Society and Culture - Business in the Global Economy Spiritualities, Religion and Meaning (Stage 1)		Certificate III Sport Coaching Chinese (Mandarin) Community Developed Programs Design Technology & Engineering: Material Solutions - Metal Design Technology & Engineering: Material Solutions - Timber Design Technology & Engineering: Robotic and Electronic Systems Digital Technology: Digital Communication Solutions (Stage 1)	Drama Food Technology: Food and Lifestyle Food Technology: Food with Flair Geography Health and Physical Education (Soccer) Italian Managing Money and My Future Mathematics 10A	Essential Mathematics (Stage 1) Pre-Methods Mathematics Music Explorations (Stage 1) Pre-Trades (Off Campus) Self-directed Community Learning Sport and Recreation Visual Arts – Art Visual Arts – Design Visual Arts – Digital Art
Year 11	Activating Identities and Futures (Stage 2) English* Essential English* Pre-Literary Studies* Essential Mathematics* General Mathematics* Mathematical Methods* Specialist Mathematics* Spiritualities, Religion and Meaning (Stage 2)  * Students must choose two semesters of English and one semester of Mathematics.		Accounting Biology Business Innovation Certificate III Business (On Campus) Certificate III Fitness (On Campus) Certificate III Sport and Recreation (On Campus) Chemistry - Biological and Environmental Child Studies Chinese (Mandarin) Community Developed Programs Community Studies Design Technology & Engineering: Material Solutions - Metal Design Technology & Engineering: Material Solutions - Timber	Design Technology & Engineering: Robotic and Electronic Systems Digital Technologies: eSports (Stage 2) Drama Economics Food and Hospitality Geography Health and Physical Education (Soccer) Information Processing and Publishing Integrated Learning (Sport) Italian Legal Studies Media Studies Modern History	Music Explorations (Stage 2) Nutrition Outdoor Education Physical Education Physics Physics (Astronomy + Medicine) Physics for Trades Psychology Scientific Studies: Sports Science Self-directed Community Learning VET (Off Campus) Visual Arts – Art Visual Arts – Design Workplace Practices
Year 12	CBC Advantage  * Students must choose one option from the CBC Advantage line. (Refer to page 109)		Accounting Biology Business Innovation Certificate III Business (On Campus) Certificate III Fitness (On Campus) Certificate III Sport and Recreation (On Campus) Chemistry Child Studies Chinese (Continuers) Community Developed Programs Community Studies Design Technology & Engineering: Material Solutions - Composite Design Technology & Engineering: Robotic and Electronic Systems Digital Technologies Drama	Economics English English Literary Studies Essential English Food and Hospitality Geography Health and Wellbeing Information Processing and Publishing Integrated Learning (Sport) Italian Legal Studies Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics Media Studies	Modern History Music Explorations Music Performance Nutrition Outdoor Education Physical Education Physics Psychology Scientific Studies: Sports Science Self-directed Community Learning Society and Culture VET (Off Campus) Visual Arts – Art Visual Arts – Design Workplace Practices Workplace Practices – High Performance Sport





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**An R-Year 12 Catholic College for Boys in the Edmund Rice Tradition**

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