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JS Curriculum Handbook

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CGGS Vision

**Our mission**
In partnership with our families, we aim to provide an exceptional, holistic education to children and young women.

We strive to equip them with the academic learning, emotional intelligence and creative skills to become resilient, compassionate, critical thinking leaders, ready to fulfil their potential as global citizens.

Honouring our strong tradition and heritage, Canberra Girls Grammar is committed to being an exemplary school in the Anglican faith.

**Our vision**
To develop children and young women who will become independent, reflective, lifelong learners and confident contributors in a complex and changing world.

*To be a school where the young believe anything is possible.*

**Our values**
The Canberra Girls Grammar School community is bound by three core values that honour our Anglican tradition and speak to the challenges of today’s world:

**Inclusion**
We embrace diversity in humanity; we treat others with compassion and kindness; we support our community and aim to ensure equal opportunity.

**Courage**
Honouring the spirit of our founders, women of grit, intellect and determination, we challenge the status quo; stand by what we believe in and do what is right. We persevere through adversity and embrace change.

**Integrity**
We act with honesty and integrity; we are known for our loyalty and ethical behaviour. We aim to follow our strong moral compass.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
What is the Primary Years Programme (PYP)?

The Primary Years Programme (PYP) is a curriculum framework designed by the International Baccalaureate Organisation (IBO) for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The PYP focuses on the total growth of the developing child, seeking to touch hearts as well as minds, and encompassing social, physical, emotional and cultural needs, in addition to academic welfare.

The PYP is flexible enough to accommodate the demands of the Australian Curriculum and draws on research and effective practice from a range of systems to create a relevant, engaging, challenging and significant educational framework for all children.

The Primary Years Programme at CGGS Junior School

Canberra Girls Grammar School is one of over 5,000 IB World Schools that shares in the vision of empowering young people with knowledge, skills and values to create a better and more peaceful world.

In October 2007, CGGS became a candidate school for the Primary Years Programme. This marked the beginning of the journey towards becoming an authorised IB World School. In August 2010, CGGS underwent the pre-authorisation process and in August 2011, the CGGS Junior School became an authorised IB World School with the programme conducted from Reception to Year 6. In 2015, the School undertook a successful programme evaluation, which is both a requirement and a service provided by the IB to IB World Schools. The aim of evaluation is for the IB to ensure that the standards and practices of the programmes are being maintained. The next evaluation process will occur this year.

Further information on all IBO programmes is available at www.ibo.org
The IB Learner Profile

At the heart of the PYP, as with each of the IB programmes, is the IB Learner Profile which consists of ten attributes that reflect the holistic nature of an IB education:

**Inquirers:** 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.

**Knowledgeable:** 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.

**Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators:** 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.

**Principled:** We act with integrity and honesty, with a strong sense of fairness, justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-Minded:** 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.
Caring: We show empathy, compassion and respect. We have commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: 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 face of challenges and change.

Balanced: 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.

Reflective: We thoughtfully consider our world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Elements of the PYP

The PYP provides us with a concept-based, inquiry-driven transdisciplinary framework which we use to deliver the Australian Curriculum.

The IB PYP curriculum model has guided inquiry at the centre of learning and teaching. It seeks to develop students as inquirers who:

− develop their natural curiosity
− acquire the skills necessary to conduct inquiry and research
− show independence in learning
− actively enjoy learning—something that will be sustained throughout their lives.

An inquiry-based approach to teaching and learning builds upon individual understandings, knowledge and interests; it emphasises how to delve deeper, while developing critical thinking skills. Teaching in the ELC and Junior School is based on guided inquiry: students are provided with opportunities to engage in sustained inquiries into a range of local and global issues.

Transdisciplinarity in the PYP

In the PYP, learning aims to transcend traditional boundaries between subject areas in order to create a transdisciplinary curriculum that is engaging, relevant, significant and challenging. Content (knowledge and skills) is drawn from the Australian Curriculum and explored at each year level under six transdisciplinary themes of global significance. Students from Year 1 to Year 6 engage in six units of inquiry each year under each of the following transdisciplinary themes, while ELC and Prep students explore four units each year:

Who we are

And inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time

An 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 civilisations, from local and global perspectives.
How we express ourselves
An 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.

How the world works
An 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.

How we organise ourselves
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet
An 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.

Concept-driven Learning
Teaching and learning in our PYP school is also focused on conceptual understanding. Through key and related concepts, students are able to make connections in their learning and transfer understanding to new contexts. The seven key concepts identified by the IB are timeless, abstract and universal, and provide direction and meaning for inquiries:

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Question</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>What is it like?</td>
<td>The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.</td>
</tr>
<tr>
<td>Function</td>
<td>How does it work?</td>
<td>The understanding that everything has a purpose, a role or way of behaving that can be investigated.</td>
</tr>
<tr>
<td>Causation</td>
<td>Why is it like this?</td>
<td>The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.</td>
</tr>
<tr>
<td>Change</td>
<td>How is it changing?</td>
<td>The understanding that change is the process of movement from one state to another. It is universal and inevitable.</td>
</tr>
<tr>
<td>Connection</td>
<td>How is it connected to other things?</td>
<td>The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.</td>
</tr>
<tr>
<td>Perspective</td>
<td>What are the points of view?</td>
<td>The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>What is our responsibility?</td>
<td>The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.</td>
</tr>
</tbody>
</table>
Approaches to Learning

Learning how to learn is fundamental to a student’s education. To support the development of self-regulated learners, there are five categories of transdisciplinary skills (Approaches to Learning) in the PYP: thinking skills, research skills, communication skills, social skills and self-management skills. Opportunities to develop these skills are embedded in authentic learning experiences throughout the curriculum, helping to foster students’ sense of agency, their metacognitive skills, and their understanding that learning is active and dynamic.

Actions: How do we want our students to act?

Students take self-initiated action as a result of the learning process. This action will extend the student’s learning, or it may have a wider social impact, and it may be personal or collective. Action might come in the form of participation, advocacy, social justice, social entrepreneurship or life choices.

Action as a result of learning may not always be witnessed by the teacher and often happens beyond the classroom. We always enjoy hearing from parents if their child is saying or doing something because of what she or he has been learning in school.

Parental Involvement

Parents are a significant and valued component of the teaching and learning process and are acknowledged as the prime educators of their children, a responsibility shared with teachers. The School encourages active involvement by parents in School life by providing numerous opportunities throughout the year to participate in events. Some of the ways parents can be involved in the classroom are:

- Guest speaking: you may be able to share your profession, special skills, interests and family cultures with our students during units of inquiry
- Reading and Maths rotations: teachers greatly appreciate having parents assist either one on one or in a small group setting with reading and maths, especially in the Junior Primary classrooms
- Excursions: helping with supervision on excursions where needed is a valuable help

Please note that a Working with Vulnerable People card must be held by all adults working or volunteering with children. The cards and background checks are free for volunteers and application forms can be found at https://www.accesscanberra.act.gov.au/
Language

The study of English is central to the learning and development of all students. It helps to create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that students learn to analyse, understand, communicate and build relationships with others and with the world around them. At CGGS, the language of instruction and inquiry is English. The three strands of Language are divided into Reading, Writing, Speaking and Listening. Information, Communication and Technology (ICT) skills are embedded throughout the entire program.

At CGGS, our Language program aims to ensure students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts. Students are encouraged to appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.

Students develop an understanding of how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.

At CGGS, the language program is enriched through co-curricular activities including Debating, Public Speaking, Rostrum and Tournament of Minds.

Additional Language: French

At CGGS, all students study French as a language additional to the language of instruction. All primary students have two hours of French lessons per fortnight and Junior Primary Students have 1.5 hours of French per fortnight. Students in Pre-Preparatory also have a short, informal session once a week from Semester 2.

Booster French lessons are available on Friday mornings before school for students who are new to CGGS and new to French.

Mathematics

The Mathematics curriculum at CGGS is guided by the Australian Curriculum and is implemented within the philosophy of the PYP in which appropriate mathematical concepts are taught within a transdisciplinary approach and integrated, where possible, into units of inquiry.

In Mathematics, it is intended that students become competent users of the language of mathematics and begin to use it as a way of thinking, rather than an isolated set of skills. It is important that students acquire mathematical understanding by constructing their own meaning, through ever-increasing levels
of abstraction; at CGGS, Mathematics is taught in relevant and realistic contexts.

At CGGS, our Mathematics program aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations as active citizens. Students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are encouraged to recognise connections between the areas of Mathematics and other disciplines, and appreciate Mathematics as an accessible and enjoyable discipline to study.

Our Mathematics program is enriched through a variety of academic Mathematics competitions and challenges, including the Australian Maths Trust (AMT) Olympiads, Maths Challenge and Maths Enrichment Program, and the Australian Mathematics Competition.

Science

The Australian Curriculum has developed three interrelated Science strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore the nature, concepts and uses of science through clearly described inquiry processes.

The Science Understanding strand comprises four sub-strands: biological sciences, chemical sciences, earth and space sciences and physical sciences. Each of these strands is explored each year within units of inquiry.

The content in the Science as a Human Endeavour strand is described in two-year bands. There are two sub-strands of Science as a Human Endeavour. The first, nature and development of science, develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

The second sub-strand is use and influence of science. This sub-strand explores how science knowledge and applications affect people’s lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

The strand Science Inquiry Skills involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

Science is primarily explored within the transdisciplinary units of inquiry.
Humanities and Social Sciences

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts.

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business (Years 5 and 6), Civics and Citizenship (Years 3 to 6). Although these subjects are considered separately, in practice they are inextricably linked. Students are made aware of the inevitable links to other areas of the curriculum in order to understand the interconnected nature of the subject areas with one another and with the PYP transdisciplinary themes.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects are primarily taught through the six transdisciplinary themes.

The Arts

At CGGS, learning in the Arts encompasses Music, Dance, Drama, Visual and Media Arts. Arts inquiry in a PYP classroom takes place in an environment that stimulates and challenges students. Students draw on a wide range of stimuli: the creative works of professional artists, contemporary and historical works, music, artwork, dance and stories. Learning in these areas may be integrated into general classroom programs and/or taught by specialist teachers and through the co-curricular program.

Drama includes the development of creative skills, verbal and non-verbal expression, an awareness of the perspective of others and aesthetic appreciation.
Students have opportunities to work cooperatively and experience situations from different viewpoints. Drama is primarily taught through integration with units of inquiry and some specialist programs in Preparatory to Year 6.

The **Music** component of the curriculum includes the study and exploration of sound and the expressive use of musical elements. Students participate in musical activities using voice, body and instruments to develop concepts about sound and musical awareness. **Dance** is also implemented through parts of the Music and Personal, Social and Physical Education programs. Music is taught primarily by specialist teachers in the ELC, Junior Primary and Primary years and dance is taught by both Music and PSPE staff. There is a strong dance component in the Year 4 Signature Program, smART Girls: the year group works with specialist dance teachers to prepare for their Wakakirri performance.

The **Visual Arts** CGGS program includes the development of creative skills, verbal and non-verbal expression, an awareness of the perspectives of others and aesthetic appreciation. Students from Prep to Year 6 have Visual Arts lessons with a specialist teacher.

The **Media Arts** component of the curriculum includes the development of skills to use existing and emerging technologies to explore imagery, text and sound. The media arts are primarily taught through integration with other parts of the classroom program.

**Arts Enrichment Program**

At CGGS there is a significant Arts enrichment program involving drama, music, dance and visual arts, available through the co-curricular program. This includes drama productions, instrumental groups, choirs, special interest clubs and private music tuition through the Music Academy.

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**Personal, Social and Physical Education**

Learning in this area may occur within general classroom programs and/or taught in specialist subjects and the co-curricular program.

PSPE is concerned with the development of knowledge, attitudes and skills related to personal, social and physical well-being in order to make healthy lifestyle choices. It is also concerned with the ongoing development and growth of the individual with respect to feelings, beliefs and behaviours and how they interrelate. It also considers the interaction of the individual within the family, school, community, society and world at large. It provides a framework and vocabulary with which students can build relationships with peers and adults as well as make connections and
develop values and beliefs. The personal, social and health aspects are addressed in units of inquiry and the Years 3–6 Signature Programs.

Physical education is concerned with the development of movement skills, through which students can increase confidence and cooperative skills, and come to understand the role of physical education in a healthy lifestyle. PE lessons take place from ELC to Year 6 with specialist PE teachers.

PSPE Enrichment Programs

At CGGS there are a significant number of corollary programs that enrich learning in PSPE. These include our Signature Programs from Years 3–6, Buddies, Peer Mediation, leadership transition programs, special events such as Grandparents’, Godparents’ and Grandfriends’ Day, the Father and Daughter/Son Breakfast and the extensive co-curricular sport program which covers a wide range of interests and caters for a wide range of abilities.

Religion and Philosophy

Religion and Philosophy is a key learning area in the curriculum structure of CGGS as an Anglican school.

Learning in this area takes place under the guidance of a specialist teacher and the School Chaplain, with all teachers supporting learning in this area. The Religion and Philosophy program is integrated with units of inquiry where appropriate, using values as a basis for exploring the Anglican faith, other faiths and ways of living ethically.
All students participate in the Religion and Philosophy program although many children have different faith and spiritual backgrounds. Within the Religion and Philosophy program and the overall life of the school, the different faiths and cultures represented in the school are acknowledged and celebrated.

Library

The Junior School Library is the hub of learning resources in the school. The implementation, maintenance and growth of all key learning areas and their transdisciplinary links as expressed through the units of inquiry, are supported by the Library. Students are also encouraged to fully utilise the Library for personal investigation, study and recreation.

The Library aims to:

- provide a wide variety of print, visual, auditory and electronic resources of appropriate levels to support curriculum;
- provide up-to-date information technology facilities and familiarise staff and students with its use;
- teach staff and students to use the resources efficiently;
- enhance intercultural awareness through the provision of materials reflecting different cultures and languages;
- provide an environment which promotes enthusiasm for learning, reading and relaxation;
- provide suitable materials which will develop reading skills and promote enthusiasm for reading and literature;
- develop the abilities of the students so that they will become skilful, independent users of information;
- develop a sense of responsibility in students in relation to use of materials and appropriate use of materials.
The Library staff consult extensively with teachers to plan units of inquiry and provide suitable materials. They also arrange a variety of enrichment experiences in the form of author and book illustrator workshops.

Information and Communication Technology

At CGGS Information and Communication Technology (ICT) is not a subject but a tool and mode of learning that is used to enhance learning across all curriculum areas. Students at CGGS are encouraged to be creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time. Students are provided with learning experiences across the curriculum where they engage confidently with appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions.

At CGGS, students have access to a wide range of technology appropriate to the year level. CGGS has implemented a compulsory Bring Your Own Device (BYOD) program in Year 6 and a voluntary program for Years 4 and 5. The use of the devices is tightly controlled within the classroom and students do not take them from the class and use out in the playground. Devices are used under teacher supervision in the same way school computer use is supervised. The

Technologies part of the Australian Curriculum (Design & Technology and Digital Technologies) is integrated into appropriate units of inquiry. The Innovation Space provides students with the space and materials to tinker, code, film and create.
Academic Engagement

The Academic Engagement Team (AET) recognises the diverse learning needs of students throughout the Junior School, and is committed to supporting the delivery of educational programs that are responsive to the needs of all learners. The complementary qualifications and experience of team members procure a collective expertise to support:

- gifted and high potential learners, including twice exceptional learners
- students with specific learning needs
- students who require academic support
- students for whom English is an additional language or dialect (EAL/D).

Supporting our Diverse Learners:

The Academic Engagement Team utilises a strengths-based learning approach in supporting our diverse learners. This approach aims to design and deliver programs in collaboration with teachers, parents and Junior School Directors. Additionally, the School Counsellor and external allied health professionals, including speech therapist or occupational therapist, are consulted as required. Evidence gleaned from universal screening and relevant assessments is used to target goals for learning and strategies for intervention. Student strengths are accommodated in all individualised programs and careful monitoring ensures that programs are delivered with goals for learning in mind.

Services provided by the Academic Engagement Team include:
- diagnostic assessment of student abilities
- research-based MacqLit and MiniLit Reading programs
- in-class support
- small group numeracy intervention programs
- development of Individual Learning Plans
- assistance with adjustments to curriculum and assessment
- collaborative planning with teachers
- small group lessons with EAL/D teacher
- support with transition to Senior School.

Supporting our Gifted and High Potential Learners:

The Academic Engagement Team seeks to identify and accommodate the learning needs of gifted and high potential learners to promote development of knowledge and skills commensurate with abilities. Participation in specialised programs, competitions, withdrawal groups, flexible grouping arrangements, and responsive differentiated curricular allow these students the opportunity to experience challenge in their learning. Goal setting and feedback are prioritised in individual education plans, to closely monitor student progress and achievement. Acceleration, including whole-grade and subject acceleration, are interventions that are available to provide optimal learning environments for selected gifted students.

The Academic Engagement Team facilitates student participation in the following programs:
- da Vinci Decathlon
- Australian Mathematics Trust and APSMO competitions
- Tournament of Minds
- The Gateways Challenge
- Gateways programs.
Assessment and Reporting

In line with our school and the IB mission statements, assessment and reporting at CGGS is challenging, enriching, supportive and is an integral part of teaching and learning. Assessment is designed to inform practice and thoughtfully and effectively guide students through the essential elements of learning: the acquisition of knowledge, understanding of concepts, mastering of skills, and decision to take action, as identified by the PYP. Our key objective at CGGS is to provide students with feedback on the learning process in order to improve learning and performance and to develop deep understanding. CGGS aims to encourage and support students in their development of the CGGS Learner Profile attributes.

At CGGS, we assess student performance and progress based upon clear and explicit criteria across all curriculum areas. We also collect evidence about other essential elements of the programme such as the Approaches to Learning. Assessment is both formative and summative and viewed as authentic, essential, rich, and engaging. Assessment encourages students to be active participants in the learning process.

Formative assessment is interwoven with daily learning and provides teachers with information which informs and can be used to plan the next stage of learning. Formative assessment helps teachers find out what students already know and can do. Through formative assessment, teachers encourage and promote learning by giving regular and frequent feedback in order to help students engage in thoughtful reflection and recognise the criteria for success.

Summative assessment occurs at the culmination of the teaching and learning process and aims to give teachers, students and parents, when applicable, clear insight into students’ understandings. Through summative assessment, students have the opportunity to demonstrate what has been learned.

CGGS promotes the use of a range and balance of school-based assessment and reporting techniques that will accommodate a wide range of ages, abilities and learning styles. Students may produce readings, written works, oral presentations, original compositions and creative works, dramatic pieces, musical performances, work drafts and plans, concept maps, flow charts, tests and quizzes, for example. Teachers may then use rubrics, checklists, exemplars, anecdotal records and continuums to record assessment data.

For specific purposes, students may be required to participate in a variety of formal or standardised assessments. These may include:

- the National Assessment Program in Literacy and Numeracy (NAPLAN) in Years 3 and 5
- internal standardised testing to inform student placement in support programs (Years 1 to 6)
- Maths Olympiad and Challenge Series (Some Years 5 and 6 students)
- individual special-purpose assessment as required.
Bibliography


International Baccalaureate Organisation: Pedagogical Leadership in a PYP School. 2007

International Baccalaureate Organisation Mission Statement

[www.acara.edu.au](http://www.acara.edu.au) for current Australian Curriculum documentation

International Baccalaureate Organization: PYP: From Principles into Practice 2018