New South Wales Curriculum Outcomes

FOUNDATION LEVEL

RESPONSIBLE USE OF ICT

CURRICULUM CAPABILITY	RESPONSIBLE USE OF ICT	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY				BONUS LESSON
		LESSON				LESSON				LESSON				LESSON				
		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Integrating ICT Capability	Respect for and appreciation of the transferability of the knowledge, understanding and skills from one ICT environment to another	★	★			★	★		★	★				★			★	★
	Balance in the use of ICT to support contemporary learning and living	★				★	★				★	★	★				★	★
	Appreciation of the rapidly expanding and dynamic nature of ICT	★	★		★	★	★				★						★	★
	Appreciation of the importance and value of individual responsibility and actions		★	★	★	★	★	★	★					★			★	★
	Respect for, and appreciation of, social and ethical protocols and practices		★		★	★	★	★	★					★			★	★
	Appreciation of the public nature of most online activities and the potential impact on others, including limiting the risks to one's self and others in a digital environment		★			★	★	★		★							★	★
	The effect ICT use has on their digital footprint		★			★	★	★						★			★	★

LEARNING AREAS

LEARNING AREAS	ELEMENTS	OBJECTIVES	OUTCOMES	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Personal Development, Health & Physical Education	Knowledge & Understanding	Students demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships	A student identifies who they are and how people grow and change (PDe-1)		★				★	★	★	★		★	★	★	★	★
			A student identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe (PDe-2)	★	★		★	★	★	★			★			★	★	★
			A student communicates ways to be caring, inclusive and respectful of others (PDe-3)				★	★	★	★									
		Students enact and strengthen health, safety, wellbeing and participation in physical activity	A student identifies actions that promote health, safety, wellbeing and physically active spaces (PDe-7)	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
	Skills	Students develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	A student practises self-management skills in familiar and unfamiliar scenarios (PDe-9)	★	★	★	★	★	★	★		★	★	★				
		Students develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity	A student uses interpersonal skills to effectively interact with others (PDe-10)	★				★	★							★	★	★
	Values & Attitudes	Students value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities	A student values and appreciates influences on personal health practices and demonstrates a commitment to lead and promote healthy, safe and active lives for themselves, others and communities	★	★		★	★	★	★	★	★	★	★	★	★	★	★	★	★

GENERAL CAPABILITIES

GENERAL CAPABILITIES	ELEMENT	SUB-ELEMENT	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Critical and Creative Thinking	Inquiring	Develop questions	Develop questions to explore a familiar idea or topic	★				★		★		★			★					
			Questions developed reflect their curiosity about the world					★							★					
		Identify, process and evaluate information	Identify and explore relevant points in information provided on a topic	★				★			★	★							★	★
			Prioritise the information that is most relevant to the topic of study	★				★			★									
	Generating	Create possibilities	Use imagination to create possibilities by exploring and connecting ideas in ways that are new to them		★	★	★	★	★	★						★	★	★		
		Consider alternatives	Consider alternatives by suggesting a different way to approach a given task or problem	★	★	★		★		★	★	★	★			★	★	★		
		Put ideas into action	Put ideas into action through trial-and-error experiences		★		★	★	★		★	★								
	Analysing	Interpret concepts and problems	Identify the main parts of a concept or problem					★			★							★	★	
		Draw conclusions and provide reasons	Draw conclusions and make choices when completing tasks and identify the reasons for choices made		★			★	★	★			★	★	★					
		Evaluate actions and outcomes	Evaluate whether they are satisfied with the outcomes of tasks or actions		★	★			★				★	★	★					
	Reflecting	Thinking about thinking (metacognition)	Identify thinking and learning strategies used when completing activities and drawing conclusions		★			★				★		★						
		Transfer knowledge	Connect ideas and information between familiar learning experiences	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Ethical Understanding	Understanding Ethical Concepts and Perspectives	Explore ethical concepts	Identify examples of ethical concepts such as right and wrong		★			★	★	★	★	★								
		Examine values, rights and responsibilities ethical norms	Identify examples of values, rights and responsibilities	★	★	★		★	★	★	★	★				★	★	★		
		Recognise influences on ethical behaviour and perspectives	Identify examples of how emotions affect behaviour		★				★		★									
	Responding to Ethical Issues	Explore ethical perspectives and frameworks	Identify examples of different consequences and explain how these might affect the way people behave or act	★	★			★	★	★	★	★				★			★	
		Explore ethical issues	Identify different ethical problems or issues from examples such as stories	★					★		★							★		
		Making and reflecting on ethical decisions	Identify the links between people's wants and needs and their choices and actions	★				★	★	★	★	★		★	★					
Personal and Social	Self-awareness	Personal awareness	Identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices	★			★				★		★	★	★					
		Emotional awareness	Identify their own emotional responses		★	★				★		★				★	★	★		
		Reflective practice	Identify how their choices affect the development of personal abilities and achievements					★	★	★		★		★	★			★	★	
	Self-management	Goal setting	Co-create goals to assist learning when working independently or collaboratively							★										★
		Emotional regulation	Express emotions in familiar settings, demonstrating consideration for others		★	★				★		★				★	★	★		
		Perseverance and adaptability	Demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed	★			★	★	★	★	★									
	Social Awareness	Empathy	Demonstrate an awareness of the needs, emotions, cultures and backgrounds of others		★					★		★	★	★	★					
		Relational awareness	Share feelings, needs and interests with others through play and working within diverse groups							★		★				★	★	★		
		Community awareness	Describe the ways they are connected, and can contribute, to their community groups	★	★			★	★	★		★								
	Social Management	Communication	Develop positive communication skills by initiating, joining or contributing to conversations	★		★		★	★	★	★	★	★	★	★	★	★	★	★	★
		Collaboration	Engage with others and participate in group play, tasks and activities																	
		Leadership	Practise self-leadership by taking responsibility for their own actions	★		★		★	★	★	★	★	★	★	★	★	★	★		
		Decision-making	Identify choices that meet the needs of themselves and others when making decisions	★	★			★	★	★	★	★	★	★	★	★	★	★		
		Conflict resolution	Listen to conflicting perspectives and apply strategies to calm situations															★		
Intercultural Understanding	Reflecting on culture and cultural diversity	Reflect on the relationship between cultures and identities	Identify cultural practices that are important to themselves, family and friends, and describe what they experience							★			★	★	★		★	★		
		Examine cultural perspectives and world views	Identify what family and friends value in familiar intercultural contexts										★	★	★	★	★	★		
		Explore the influence of cultures on interactions	Identify ways in which cultures, including their own, interact						★	★	★					★	★			
	Engaging with Cultural and Linguistic Diversity	Communicate responsively	Notice the use of different languages they, their family or community members use to communicate													★	★			
		Develop multiple perspectives	Listen to, and share opinions and reflections on, familiar topics and intercultural experiences									★		★				★		
		Develop empathy	Notice their own feelings, and the feelings of others, during familiar intercultural experiences		★					★		★				★	★	★		
	Navigating in Intercultural Contexts	Consider responses to intercultural contexts	Notice how they, and their family members, respond in unfamiliar intercultural contexts															★		
		Respond to biases, stereotypes, prejudices and discrimination	Identify examples of acceptance and inclusion within friendship groups		★											★	★	★		
		Adapt in intercultural exchanges	Identify how people show respect in intercultural exchanges													★	★	★	★	
Digital Literacy	Practising Digital Safety and Wellbeing	Manage online safety	Use online tools that are safe or only used under direct supervision, seeking help from trusted adults when feeling unsafe	★				★	★		★	★				★				★
		Manage digital privacy and identity	Recognise their personal data and that data (including text, images, and video) can be seen by others when shared online		★		★	★												★
		Manage digital wellbeing	Follow adult directions for the use of digital tools at school and home	★			★	★	★		★					★				★
	Investigating	Interpret data	Use simple digital tools to explore sorting data and information provided as part of learning experiences								★					★				
	Creating and exchanging	Respect intellectual property	Identify who owns class data						★	★		★								★
	Managing and operating	Select and operate tools	Use simple digital tools to explore tasks and consolidate learning	★							★	★				★				★
			Seek help when encountering a problem		★	★		★			★	★						★	★	★

CYBER SAFETY PROJECT

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