

<p>ESSENTIAL LEARNINGS</p>	<p>CULMINATING OUTCOMES</p> <p>We want our students to be:</p>	<p>KEY ELEMENT OUTCOMES</p>
 <p>THINKING</p>	<p><b>Inquiring and reflective thinkers</b> able to reason, question, make decisions and solve complex problems. As reflective thinkers, they will be empathetic and able to make ethical decisions about issues, events and actions.</p>	<p><b>Inquiry</b> Understands the process of inquiry and uses appropriate techniques for posing questions, defining problems, processing and evaluating data, drawing conclusions and flexibly applying findings to further learning and to creating new solutions.</p> <p><b>Reflective thinking</b> Understands that reflective thinking is a deliberate process, affected by emotions and motivations, and that it is used to develop and refine ideas and beliefs and to explore different and new perceptions.</p>
 <p>COMMUNICATING</p>	<p><b>Effective communicators</b> able to create, communicate and convey ideas clearly and confidently, using the full range of symbolic systems. They will interact critically with communications created by others, interpreting linguistic, numerical and graphic information with judgement and discernment.</p>	<p><b>Being literate</b> Understands, uses and critically evaluates non-verbal, spoken, visual and print communication practices of the world in which they live.</p> <p><b>Being numerate</b> Understands and has the confidence and disposition to use the mathematical concepts and skills required to meet the demands of life.</p> <p><b>Being information literate</b> Understands how to effectively access, interpret, transform, create, communicate, evaluate and manage information in ethical ways using a range of sources.</p> <p><b>Being arts literate</b> Understands the purposes and uses of a range of arts forms – visual arts, media, dance, music, drama and literature, and how to make and share meaning from and through them. Uses with confidence and skill the codes and conventions of the art form best suited to their expressive needs.</p>
 <p>PERSONAL FUTURES</p>	<p><b>Self-directed and ethical people</b> having a positive vision for themselves and their future, acting with moral autonomy and contributing to constructive futures for themselves and others.</p>	<p><b>Building and maintaining identity and relationships</b> Understands the ways in which heredity, culture, community and personal choice shape identity and relationships and is able to build and maintain resilient, productive relationships.</p> <p><b>Maintaining wellbeing</b> Understands the interdependence of the physical, mental, emotional, social and spiritual dimensions of wellbeing and knows how to make wise choices and contribute positively to the overall wellbeing of self and others.</p> <p><b>Being ethical</b> Understands that to be ethical requires caring about the consequences of actions of self and others and that the quality of ethical judgments is based upon reasoning and the application of ethical principles.</p> <p><b>Creating and pursuing goals</b> Understands how to create, set and review goals for life and how to work with others to achieve own and shared goals.</p>
 <p>SOCIAL RESPONSIBILITY</p>	<p><b>Responsible citizens</b> prepared to participate actively in a democratic community, valuing diversity and acting for a just and equitable society.</p>	<p><b>Building social capital</b> Understands the interdependence of individuals, groups and social organisations and participates positively in the building of 'good and just' communities.</p> <p><b>Valuing diversity</b> Understands the interdependence of our world, values its diversity and acts for a more inclusive society.</p> <p><b>Acting democratically</b> Understands and participates effectively in democratic decision-making processes and civic life.</p> <p><b>Understanding the past and creating preferred futures</b> Understands that investigating the past and reflecting on the present are essential to understanding self and others and creating preferred futures.</p>
 <p>WORLD FUTURES</p>	<p><b>World contributors</b> willing to consider the consequences of scientific and technological innovations, make thoughtful decisions about their application, and act to maintain, protect and enhance local and global environments.</p>	<p><b>Investigating the natural and constructed world</b> Understands how to scientifically investigate the natural and constructed world, appreciating the tentative nature of knowledge and the value of creative, imaginative and speculative thinking.</p> <p><b>Understanding systems</b> Understands that the social, natural and constructed world is made up of a complex web of relationships or systems.</p> <p><b>Designing and evaluating technological solutions</b> Understands how to design, make and critically evaluate products and processes in response to human needs and challenges.</p> <p><b>Creating sustainable futures</b> Understands the environmental principles and ethical issues involved in creating and working towards sustainable futures.</p>