



## NOTIONAL TIME ALLOCATION GUIDELINES: PRE-PRIMARY TO YEAR 10

### The Western Australian Pre-primary to Year 10 curriculum

The School Curriculum and Standards Authority (the Authority) is responsible for determining the curriculum, assessment and reporting requirements for Western Australian schools.

The *Western Australian Curriculum and Assessment Outline* (the *Outline*) sets out the knowledge, understandings, skills, values and attitudes that students in Pre-primary to Year 10 are expected to acquire and guidelines for the assessment of student achievement. The *Outline* also contains Guiding Principles for Western Australian schools (for teaching, learning and assessment), the Western Australian Values of Schooling, the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* and assessment and Judging Standards resources.

The Pre-primary to Year 10 Western Australian curriculum consists of the following learning areas:

- English
- Mathematics
- Humanities and Social Sciences
- Science
- Health and Physical Education
- Languages
- Technologies
- The Arts.

The *Western Australian Curriculum and Assessment Outline* sets out the mandated curriculum for the eight learning areas in Western Australian schools.

### How to use these guidelines

The *Notional Time Allocation Guidelines: Pre-primary to Year 10* (the *Guidelines*) are presented as a guide. They **are not mandatory** and do not presume how schools should organise their students' learning.

The *Guidelines* have been developed to assist schools and teachers to plan for and make decisions about how the curriculum is implemented in their schools. The *Guidelines* provide the best advice currently available but will be monitored and may need to be amended as full implementation of the eight learning areas of the curriculum occurs.

As outlined in the Authority's *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy*, there is an expectation that students will be provided with learning opportunities in all learning areas with provision for increased levels of specialisation in Year 9 and Year 10. Teachers understand the developmental diversity of the students they teach and are responsible for organising learning opportunities that meet the learning needs of their students.

### Integrated teaching in the early childhood and primary years

It is important to recognise that in the early years, consistent with the *Early Years Learning Framework*, considerable focus is placed on personal, social and emotional development. In addition, research shows that a curriculum which provides a broadly based, integrated program is most likely to provide foundations for success in later learning.

Children’s knowledge is constructed by the integration of concepts that are obtained from a variety of related and repeated experiences. This is particularly important in the early and primary years when teachers can make explicit connections between learning experiences in an educational environment and children’s lives, including their experiences both inside and outside the classroom.

When using the *Guidelines*, teachers of students in the early years of schooling should carefully consider the importance of providing children with a holistic curriculum through which they are able to build, design, problem solve, represent and reflect on new learning in ways that are meaningful to them.

### Notional teaching time to be spent on each learning area

The notional hours in Table 1, below, assume a 25 hour teaching week over 40 teaching weeks per year. It is recognised that school teaching hours often exceed 25 hours per week and that the length of the school year may vary.

The Pre-primary to Year 8 curriculum content within the *Outline* has been developed to be taught in 80–90% of a typical 9.00 a.m. to 3.00 p.m. five-day school week. The remaining 10–20% of the school week could be used to supplement one or more of the eight designated learning areas, or for religious education, physical activity, pastoral care, special projects or other activities.

From Pre-primary to Year 6, English and Mathematics make up about 50% of the notional allocated hours of the school week but this reduces to 30% for Year 7 to Year 10.

From Year 9, students engage in higher levels of specialisation in particular learning areas. These *Guidelines* make provision for higher levels of specialisation through the non-mandated provision of curriculum in Languages, Technologies and The Arts from Year 9 allowing for an increase in unallocated hours in Year 9 to Year 10.

**Table 1: Notional teaching time allocated to each learning area (Pre-primary to Year 10)**

	Hours per week over 40 weeks per year (based on a 25 hour school week*)			
	Pre-primary –Year 2	Years 3–6	Years 7–8	Years 9–10
<b>English</b>	6	6	3	3
<b>Mathematics</b>	5	5	3	3
<b>Humanities and Social Sciences</b>	2	2	3	3
<b>Science</b>	2	2	3	3
<b>Health and Physical Education</b>	2	2	2	2
<b>Languages*</b>	0–2	2	2	0–2*
<b>Technologies*</b>	2	2	2	0–2*
<b>The Arts*</b>	2	2	2	0–2*
<b>Unallocated time**</b>	2–4	2	5	5–11
<b>Total Time</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

Notes:

- Decisions about the organisation and delivery of curriculum, including opportunities for integration, are best made at the school level.
- Teachers are best placed to make professional judgements about the time taken for individual students to learn a body of knowledge, understandings and skills.
- \* These learning areas are not mandated after Year 8.
- \*\* 'Unallocated time' would actually be greater than shown, depending on the number of hours of teaching per week at each school.
- It is anticipated that schools will provide opportunities for students to specialise in a learning area subject to a greater extent from Year 9.