St Francis Xavier Primary School

Galaxy Programme

Enhancement/Enrichment Programme – SFX

- Teachers from each class will select students to participate in the *Galaxy Programme*. It is envisaged that 10-12 'across-the-board' high achievers from each year level will join Pip or Nikki for a 60-minute session (40 minutes for Prep) every week on Monday (Prep), Thursday (Years 1, 2 3 and 4) and Friday (Years and 6). Students need to be performing at 'well above' or 'above' expected levels in all academic areas, which will ensure they can fully participate in all areas of the Projects, and are not disadvantaged by being out of the classroom for an hour each week. Teachers may suggest a student is withdrawn from the Programme if deemed necessary.

- Each *Galaxy Project* runs for a term (approximately 18 lessons + a 'Showcase'), and acts as an enriched extension of the HASS topics being covered in class;

Year Level	Topic – Semester 2, 2021
Prep	*Special Places*
Year 1	*Changes*
Year 2	*Then and Now*
Year 3	*Changes Over Time*
Year 4	*The First Fleet*
Year 5	*Our Interactions With 'Place'*
Year 6	*Migration, Immigration and Asylum*

- Each *Galaxy Project* has a STEAM (Science, Technology, English, Art, Maths) focus, with emphasis placed on the development of research skills, higher-order thinking, problem-solving and presentation skills;

- Each *Galaxy Project* is student-centred. Students will have the opportunity to work individually, in small groups or a mixture of both. In some cases, Teachers will direct students to collaborate or work independently, depending on the skills that need to be enhanced;

- Students will use their *Galaxy Project* to complete 'extension' work during class. For example, during Literacy Block, students can work on a written component should they complete their class work early;

- Projects are points-based: students need to accumulate 50 points (for example) to complete the project. They are able to select from a number of activities which range in value from 2 points to 20 points which target a suite of subjects. The 2 point projects may be as simple as "write 3 sentences about …", a 5 point project might be collecting data and creating a graph, and a 20 point project may involve creating a diorama, a 3D printed model or PowerPoint website;

- Teachers ensure that some activities are 'non-negotiable' so that students engage with a spread of disciplines across the STEAM platform – and not just their 'favoured' subject. This allows the Teachers to offer a bespoke collection of activities in order to focus on extending students in certain areas.

- The Marzano/Kendall Taxonomy is favoured, based on its use in Queensland Secondary Schools ATAR assessment criteria;

- Along with other students nominated by their Teachers, students from the *Galaxy Programmed* may be invited to participate in competitions such as 'Maths Olympiad' (Years 5 and 6), the Cambridge University English Competition (Years 4 and 5) and other competitions/workshops deemed valuable and enriching.

Kendall and Marzano Taxonomy

KNOWLEDGE UTILIZATION

Investigating Test hypothesis using assertions and opinions of others		Experimenting Test hypothesis using data collection by student		Problem Solving Use information to accomplish a goal with obstacles or limiting conditions		Decision Making Use information to make a decision	
Investigate Differentiating Factors Research How/Why happened	Find out about What would happen Take a Position Perspective	Experiment Generate and Test Test the idea that What would happen if Based on the experiment What could be predicted...	How would you test that? How would you determine if... How can this be explained? Generate	Solve Modify Develop a strategy Figure out a way to Propose Resolve	How would you read your goal Adapt How would you overcome Design Create	Decide Select the best alternatives Determine Evaluate	Which is the best way Which of these is most suitable

ANALYSIS

Specifying Identify logical consequences of information		Generalization Construct new principals based on information		Error Analysis Identifying logical or factual errors in knowledge		Classifying Identify categories to which information belongs		Matching Identify similarities and differences	
Make and defend Predict Judge Deduce Argue Appraise	What would happen if Develop and Argument Justify Document Under what...	Draw conclusions Draw inferences Create a principle Infer Derive	Create a rule Trace development Form conclusions Generalise Extrapolate	Revise Edit Evaluate Diagnose Critique Appreciate	Assess Assess the degree Identify problems/issues Comment	Classify Identify categories Identify different types	Identify a broad category Organise Sort	Categorise Compare Contrast Differentiate Discriminate	Distinguish Sort Create an analogy Create a Metaphor

COMPREHENSION

Symbolizing Construct symbolic representation of information			Integrating Identify basic structure of information		
Symbolize Represent Structure	Draw/Illustrate/sketch Construct	Use models Diagrams/Charts	Paraphrase Summarise Comprehend	Explain ways in which Describe Clarify Develop	Describe how or why Describe key parts Describe the effects

RETRIEVAL

Executing Perform Procedures		Recalling Produce information on demand			Recognising Determine if information is accurate, inaccurate or unknown		
Use Make Apply	Demonstrate Complete Solve Calculate	Exemplify Name List Recall	State Describe who Identify Define	What Where When	Recognise Determine if true/false	Select (from list)	Identify (from list)

SFX *Galaxy Programme* – document prepared by Nikki Carpenter/Pip Mackey 17-06-21

Proposed Timetable

Time	Monday Nikki	Thursday Nikki	Friday Pip
9.00am – 10.00am		Year 3	
11.20am – 12.20pm		Year 2	
12.20pm – 1.20pm	Prep	Year 4	Year 5
2.00pm – 3.00pm		Year 1	Year 6

*Specialist lesson have been checked – no clashes.

*We have attempted to keep the morning session free for Literacy Blocks for Prep, Year 1 and Year 2.

*The relevant year level time allocated for the *Galaxy Programme* will be used during competitions such as the 'Maths Olympiad' (Years 5 and 6) and the 'Cambridge University English Competition' (Years 4 and 5).

*The timetable may change in order to accommodate competition dates.

Example 50-point Project Outline

Year 4 – The Life of Australia's First Nations People before the arrival of the European Settlers (HASS)

2 points	5 points	10 points *(choose 1 only)*	20 points *(choose 1 only)*
• Write a paragraph **describing** how the FN peoples predicted the weather; • **Draw** and label a tool that FN people used for hunting; • **Research** and write a paragraph describing the foods the First Nations people ate; • In a few sentences, **explain** how the FN lived; • Draw a map that **demonstrates** where a certain group of FN lived; • **Investigate** and write a paragraph about our local FN group; • **Symbolise** a Dreamtime story in an artwork that follows traditional methods.	• **Explain** how FN people gathered and cooked food; • **Draw** and label the native plants that FN peoples ate, and **draw conclusions** about their diet; • **Create a graph** that shows the number of FN groups from the different states of Australia; • **Identify** some of the **problems/issues** that the FN peoples may have encountered; • **Compare** the number of FN peoples prior to European settlement with their population in 2021and **propose** reasons for the difference. **Select the best** way to present the data.	• **Research** 2 FN groups from different parts of Australia. **Select the best way** to present their similarities and differences in a diagram; • **Research** an indigenous group from another country and **identify similarities and differences** with Australian FN peoples; • **Investigate** the natural remedies that FN peoples used, and **make** your own medicine, **derived** from your research; • **Draw conclusions** about how the lives of the FN peoples would be different had the European settlers NOT arrived in Australia.	• Using 3D modelling software and printer, **create** a model of a hunting tool, used by FN peoples; • **Create** a PowerPoint Website that **explains the way in which** the Australian FN peoples lived throughout the different seasons; • **Explain** how traditional foods were gathered, and the different social roles of group members during food gathering. Name the bush tucker that was eaten (traditional and modern names), and show what it looked like. Provide a recipe for a traditional bush tucker meal that may have been eaten. Using a mixture of modern and traditional ingredients, try and replicate the meal.
Do you have your own idea for a task? Please talk to your Teacher!			

Presentation Ideas

Oral	Written	Visual
• Persuasive speech • Song • Interview • Play • TV or Radio News Report • Podcast	• Report • Poem • Song • Story • Newspaper article • Poster • Interview • Pick-a-path •	• Software and 3D printing • Movie • PowerPoint • Website • Green Screen • Minecraft Education • Lego • Robotics • Papier Mache • Paint/Pastel/Pencil • Plasticine • Craft Model • Diorama
Do you have your own presentation idea? Please talk to your Teacher!		