Level 2

It is the intention of this booklet to give you a brief overview of each learning area at Level 2 and to outline the minimum expectations we have in order for the students to achieve Level 2.

At Kew East Primary School we believe in the value of students becoming life-long learners. We provide a program, which is based upon real-life learning experiences that support students in the development of problem solving, confidence, self-esteem, initiative, self-discipline and effective interpersonal skills.

**LEVEL 2**

The teaching staff for Level 2 are:

- Elsbeth Landby (Level Leader) 2L Room 20
- Lisa Richards 2R Room 5
- Amanthi Jayasinghe 2J Room 4
- Liz Hughes 2H Room 6
- Becky Evans 2E Room 21
- Genevieve Cleary 2C Room 22

**INTRODUCTION**

The *Victorian Essential Learning Standards* describe what is essential for students to achieve from Years Prep to 10 in Victorian schools.

The Essential Learning Standards act as a curriculum framework for Victorian schools. They are based on the best practice in Victorian schools, national and international research and widespread consultation with school communities, educators, professional associations and community groups. The Standards will provide the means for all Victorian schools to use the best curriculum thinking to better prepare students for success at school and beyond.

To succeed beyond the compulsory years of schooling, all students need to develop the capacities to:
• Manage themselves as individuals and in relation to others
• Understand the world in which they live; and
• Act effectively in that world.

THE STRUCTURE OF THE ESSENTIAL LEARNING
STANDARDS

Three strands of learning

To ensure that the school curriculum develops students with these capacities, the Essential Learning Standards are developed within three core, interrelated strands. The three core, interrelated strands are:

• Physical, Personal and Social Learning
• Discipline-based Learning
• Interdisciplinary Learning.

Learning domains

Each strand has a number of components called domains. The domains describe the knowledge, skills and behaviours considered essential in the education and development of students to prepare them for further education, work and life. They also include the standards by which student achievement and progress is measured.

Within each domain, the essential knowledge, skills and behaviours are organised into dimensions.

Standards are written for each dimension. However not all domains are assessed in all Levels.
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**Stages of learning**

The Essential Learning Standards identify three stages of learning through which students progress and recognise the differing learning needs of students at these different stages, phasing curriculum expectations and standards over six levels.

- Years Prep to 4 – Laying the foundations
- Years 5 to 8 – Building breadth and depth
- Years 9 to 10 – Developing pathways

**Levels**

The *Victorian Essential Learning Standards* include standards at six levels broadly associated with the years of schooling from Years Prep to 10 as follows:

- Level 1 – Preparatory Year
- Level 2 – Years 1 and 2
- Level 3 – Years 3 and 4
- Level 4 – Years 5 and 6
- Level 5 – Years 7 and 8
- Level 6 – Years 9 and 10.
**Level 2 Overview**

In the Victorian Essential Learning Standards Level 2 is broadly associated with Years 1 and 2 of schooling.

Learners begin to organise ideas, use language to work with peers and further develop basic literacy and numeracy skills. They begin to develop an awareness of other groups, cultures and times.

Key characteristics of students at this level include:

- Taking control of learning processes
- Becoming an independent reader and writer
- Developing basic computational skills
- Using imagination and experience to create arts works
- Learning to collaborate with peers
- Beginning to organise ideas and share thoughts
- Becoming more confident physically
- Becoming aware of the local community.

Students are encouraged to read and write texts independently, responding ‘to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary’ (English: *Reading*). This develops their capacity to enter the world of ideas and to extend their knowledge and imagination beyond their immediate community. Students become aware of different groups in society and their place in one or more groups. They start to develop an awareness of other cultures and times.
Independent reading and writing provide opportunities to develop and reflect at a personally suitable pace. Students become aware that ideas can be located and communicated within text. They use this awareness to predict endings and to empathise with the feelings of storybook characters. They 'contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication' (English: *Speaking and listening*).

Students develop an understanding of basic numeric functions, begin to use units of measurement of different sorts including informal units 'such as hand-spans, to measure length' and formal units 'such as hour and minute for time' (Mathematics: *Measurement, chance and data*), and begin to create and manipulate sets.

They explore ways of creating arts works using a range of arts forms, media and materials, and experiment with ways of expressing and communicating ideas to others. They explore and respond to works of art by other artists and ‘describe and discuss characteristics of their own and others’ arts works’ (The Arts: *Creating and making*).

Tasks are structured with a definite end-point. In line with their independence, students manage tasks according to instructions and within time limits. Interdependence also increases the importance of giving, seeking and receiving support with learning. Students develop their capacity to follow directions, identify needs and find solutions. They improve their learning by offering assistance to peers, and by seeking assistance from peers. Students become aware of their own contribution to a positive learning environment.

Having more control of their learning helps students to develop the skills to monitor their learning, noting success, recognising mistakes and failure as part of learning, and by seeking to improve. They begin to measure improvement over time and connect effort with achievement.

Positive attitudes to learning and effort are fostered when students participate in collaborative tasks and learning experiences. Social skills and behaviours allow students to participate in processes where they work together ‘in teams in assigned roles, stay on task and complete structured activities within set time frames’ (Interpersonal Development: *Working in teams*). In this sense, students develop an
awareness of audience and the different types of strategies and formats required to communicate ideas.

Students use tools that enable them to organise ideas. They are able to use technology to manipulate material, format, use filing systems and access information 'to create simple information products for specific audiences' (Information and Communications Technology). Knowledge and understanding is collected and classified through listening, observing, measuring, testing and displaying in appropriate formats. Repeated observation is used to build patterns, to make estimations and approximations, and to seek answers. Active learning through collection and organisation of data over extended periods develops deep thinking and intrinsic motivation.

Students begin learning how they develop, extend the range of physical activities they undertake and ‘regularly engage in sessions of moderate to vigorous physical activity’ (Health and Physical Education: Movement and physical activity). They also participate in more group, rather than individual, activities and gain an appreciation of the importance of the rules of the game.

**ASSESSMENT AND REPORTING**

Ongoing assessment is carried out during the year using observation, testing, check lists and work samples.

Early in Term I parents will be given the opportunity to meet with their child’s teacher to share relevant information about their child’s welfare and learning.

Samples of the student’s work are regularly placed into their Portfolios, which are sent home at the end of Terms 2 and 4.

Parents will receive a formal report of their child’s progress in June and December. In line with Department of Education and Early Childhood Development (DEECD) guidelines, we offer two Parent / teacher meetings, one being in term one and the second when mid year reports have been sent home. However, parents are welcome to arrange an interview with their child’s teacher at any other time that is mutually convenient.

If it is felt that a student has specific learning needs this may be recorded on an Individual Learning Plan. A student’s progress will then be monitored and reviewed at regular meetings during the year and the plan adjusted accordingly.


*English – Level 2*

**Learning focus**

As students work towards the achievement of Level 2 standards in English, they extend their knowledge of how language is used in a range of written and spoken texts. With teacher support and through the sharing of texts, students develop a consciousness of texts – how they are constructed and the purposes they fulfil.

Students work towards independence in reading short texts with familiar ideas and information, some illustrations, predictable structures, uncomplicated sentences, a variety of tenses and a small amount of unfamiliar vocabulary. These include imaginative texts such as stories and poems, everyday texts and informative texts in print and electronic form. They develop strategies for reading texts, for example predicting meanings using semantic, syntactic and graphophonic cues. They learn to self-correct when reading aloud. They read and retell ideas in sequence using unfamiliar vocabulary and phrases from the text. They comment and act upon information.

Students engage in individual, small group and teacher-directed activities in which they read a variety of texts and explore the wide range of purposes, contexts and audiences for which texts are produced. They learn to recognise that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience. Through class discussions they consider the opinions and viewpoints of others and become aware that there are different interpretations of texts. They begin to connect the themes and ideas in texts to their own knowledge and experience.

Students write short texts that include several related ideas in sequence, and, where relevant, combine writing with drawing or computer graphics. They experiment with more complex grammatical features, such as ways of linking...
ideas in sentences using pronouns, conjunctions and adverbial phrases indicating time and place. They begin to spell frequently used words accurately (for example, come, going, like), most words of one syllable with regular spelling (for example, sharp, thick, star), and some two-syllable words with regular spelling (for example, sunny, playing). They learn to use capital letters, full stops and question marks correctly. They learn strategies for planning, composing, revising and editing their writing. They begin to expand their vocabulary and use resources such as dictionaries and spell-checking software. They experiment with written and electronic publishing options. When handwriting, they practise correct letter formation.

In planned and spontaneous activities, students explore the structures and features of language in spoken texts. They become increasingly aware of how and why their own speaking needs to be varied to suit different situations and audiences. Students focus on organising their ideas to make themselves understood and, with guidance, develop strategies to improve oral presentations, for example, by varying volume and pace.

Students practise the skills of being attentive listeners in a wider range of contexts. They listen to spoken texts that deal with familiar ideas and information, recall some of the main ideas and information presented, and use questions to clarify meaning. They listen to and interpret texts such as serialised readings or films.

**National Statements of Learning**

This learning focus statement, in conjunction with aspects of the Communication Level 2 learning focus statement, incorporates aspects of the Year 3 National Statement of Learning for English.
Standards
Reading

At Level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They predict plausible endings for stories and infer characters’ feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.

Writing

At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and others’ writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place. They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They use capital letters, full stops and question marks correctly. They reread their own writing and use a range of editing resources to revise and clarify meaning. They write upper- and lower-case letters legibly with consistent size, slope and spacing.
**Speaking and listening**

At Level 2, students listen to and produce spoken texts that deal with familiar ideas and information. They demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary. They organise spoken texts using simple features to signal beginnings and endings. They vary volume and intonation patterns to add emphasis. They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. After listening to short live or recorded presentations, they recall some of the main ideas and information presented. They listen to others and respond appropriately to what has been said.

**Mathematics – Level 2**

**Learning focus**

As students work towards the achievement of Level 2 standards in Mathematics, they begin to use mathematical symbols and language to describe their mathematical explorations of daily life.

In *Number*, students learn to use base 10 models (units, longs, flats and cubes) and arrays to identify, order and model the *counting* numbers up to 1000. They create number patterns mentally, by hand and with the use of the constant addition facility of calculators. They use models and arrays to support the development of *skip counting* up to 100. They recognise patterns created by skip counting (for example, when counting by fours, the pattern of the ones digits is 4, 8, 2, 6, 0, 4, 8). Students perform simple addition (count on) and subtraction (count back) using numbers up to 100. They use equal groups of objects and rectangular arrays to model multiplication and equal sharing for *division*. Students divide geometric objects including lines, arrays and regular shapes into equal parts to develop the concept of a simple fraction as part of a whole. They learn to order
money amounts in dollars and cents, form different totals using dollars and cents, and carry out simple calculations such as change from small amounts.

In *Space*, students participate in activities which focus on identification of key features of shapes and solids. They learn to name familiar two- and three-dimensional shapes. They draw simple two-dimensional shapes, and visualise and describe the effect of transformations (for example, slides, flips and turns). They use mirrors and folding to investigate symmetry of shapes. Students learn to construct and follow directions, informal maps, diagrams and routes to locations in the local environment.

In *Measurement, chance and data*, students learn to use both non-uniform (for example, hand-spans) and uniform (for example, pencil length) informal measurement units. They recognise time units (second, minute, hour, day, week, and month) and investigate basic time patterns and cycles. They learn to tell the time using analogue and digital clocks.

Students pose and respond to questions leading to data collection. They use pictographs and bar graphs to organise and present data. They play games of chance to recognise and quantitatively describe the variability of outcomes. They use terms such as unlikely and almost certain, more likely and less likely to describe everyday chance events.

When *Working mathematically*, students learn to use a combination of everyday language and mathematical statements and symbols to describe their manipulation and play with sets of numbers, shapes, objects and patterns. They model and describe daily activities and familiar events using physical materials, diagrams and maps (for example, use a 1–1 graph to show attendance at class).

Students test the truth of conjectures by attempting to find examples or counter-examples, and exploring special cases.
They develop and consolidate their understanding of the commutative and associative properties for addition and multiplication. They learn to use a calculator to check estimations, computations and solutions to simple number sentences and equations.

**Standards**

**Number**

At Level 2, students model the place value of the natural numbers from 0 to 1000. They order numbers and count to 1000 by 1s, 10s and 100s. Students skip count by 2s, 4s and 5s from 0 to 100 starting from any natural number. They form patterns and sets of numbers based on simple criteria such as odd and even numbers. They order money amounts in dollars and cents and carry out simple money calculations. They describe simple fractions such as one half, one third and one quarter in terms of equal sized parts of a whole object, such as a quarter of a pizza, and subsets such as half of a set of 20 coloured pencils. They add and subtract one- and two-digit numbers by counting on and counting back. They mentally compute simple addition and subtraction calculations involving one- or two-digit natural numbers, using number facts such as complement to 10, doubles and near doubles. They describe and calculate simple multiplication as repeated addition, such as $3 \times 5 = 5 + 5 + 5$; and division as sharing, such as 8 shared between 4. They use commutative and associative properties of addition and multiplication in mental computation (for example, $3 + 4 = 4 + 3$ and $3 + 4 + 5$ can be done as $7 + 5$ or $3 + 9$).

**Space**

At Level 2, students recognise lines, surfaces and planes, corners and boundaries; familiar two-dimensional shapes including rectangles, rhombuses and hexagons, and three-dimensional shapes and objects including pyramids, cones, and cylinders. They arrange a collection of geometric shapes, such as a set of attribute blocks, into subsets according to
simple criteria, and recognise when one set of shapes is a subset of another set of shapes. They recognise and describe symmetry, asymmetry, and congruence in these shapes and objects. They accurately draw simple two-dimensional shapes by hand and construct, copy and combine these shapes using drawing tools and geometry software. They apply simple transformations to shapes (flips, turns, slides and enlargements) and depict both the original and transformed shape together. They specify location as a relative position, including left and right, and interpret simple networks, diagrams and maps involving a small number of points, objects or locations.

**Measurement, chance and data**

At Level 2, students make, describe and compare measurements of length, area, volume, mass and time using informal units. They recognise the differences between non-uniform measures, such as hand-spans, to measure length, and uniform measures, such as icy-pole sticks. They judge relative capacity of familiar objects and containers by eye and make informal comparisons of weight by hefting. They describe temperature using qualitative terms (for example, cold, warm, hot). Students use formal units such as hour and minute for time, litre for capacity and the standard units of metres, kilograms and seconds.

Students recognise the key elements of the calendar and place in sequence days, weeks and months. They describe common and familiar time patterns and such as the time, duration and day of regular sport training and tell the time at hours and half-hours using an analogue clock, and to hours and minutes using a digital clock.

Students predict the outcome of chance events, such as the rolling of a die, using qualitative terms such as certain, likely, unlikely and impossible. They collect simple categorical and numerical data (count of frequency) and present this data using pictographs and simple bar graphs.
Working mathematically

At Level 2, students make and test simple conjectures by finding examples, counter-examples and special cases and informally decide whether a conjecture is likely to be true. They use place value to enter and read displayed numbers on a calculator. They use a four-function calculator, including use of the constant addition function and $x$ key, to check the accuracy of mental and written estimations and approximations and solutions to simple number sentences and equations.

Structure

In Mathematics, standards for the Structure dimension are introduced at Level 3.

THINKING

Although there are no standards in this domain until Level 3, Level 2 students still work towards those standards as they explore the community and environment around them, and increasingly consider contexts and information which lie beyond their immediate experience. Questions and wondering are encouraged, recorded and shared, and become the basis for further learning.

Students develop their skills in making accurate observations about people and events, and they begin to use a variety of means to record their observations. They develop their own explanations for the observations they make and learn to question the accuracy of other people’s explanations. They begin to understand that people are more likely to believe an explanation if evidence or reasons are provided. They develop their skills in using a range of sources of information when investigating selected questions.
Students practise ordering and sequencing their ideas. They begin to classify concepts, objects and ideas using given criteria and describe, compare and contrast these classifications. They use a variety of thinking tools to assist with recognising patterns in surrounding events and objects.

When presented with simple problems, students work with peers to develop a range of creative solutions and test their effectiveness against given criteria. Prompted by questions, they begin to reflect on their thinking processes.

**VISUAL ARTS**

In Level 2 the students attend an Art session each week. Visual arts activities are integrated as closely as possible with each level’s term topics. Level 2 students engage in a variety of two and three dimensional art activities employing a range of media and processes to achieve particular effects. Through experimentation and practice, students develop skills in manipulating art materials and tools used in a range of art forms, such as clay, collage, drawing, painting, printmaking, modelling, textiles and construction. They discuss the making, presentation and display of their own and others’ art ideas and elements. Students are introduced to a range of art forms and they identify the differences and similarities between them.

**At Level Two the student is able to:**

Make informed decisions about effective ways of using visual arts elements in making and presenting visual arts works.

*This is evident when the student is able to:*

- Make choices about the expressive use of visual arts elements to communicate visual arts ideas
- Show evidence of experimentation with materials and equipment to develop visual arts skills, techniques and processes
- Explore various effects in a range of visual arts forms
- Present visual arts works to familiar audiences.

Communicate about the ways in which visual arts works are made and presented.

*This is evident when the student is able to:*

- Explain responses to own and others’ visual arts works in a variety of ways
- Describe the use of visual arts elements in own and others’ visual arts works.
• Identify the ways in which own and others’ art works are made and presented
• Identify places where visual arts works are presented and describe aspects of their presentation.

ITALIAN

The Italian program is linked where possible, with classroom themes, through whole class and small group activities.

Aural tasks involve students listening to short dialogues or descriptions, selecting information and demonstrating comprehension by performing various activities, for example, by completing charts, surveys, locating information, matching phrases / pictures / sentences.

Students are encouraged to speak Italian by answering questions or seeking information. They read illustrated texts, identifying specific information to complete an assigned task. Students write short descriptive sentences using appropriate word order and adjectives.

As far as possible, students are immersed in hearing the language, whose meaning is made clear by gestures, dramatisation, singing, doing activities, conversing and viewing.

Spoken and written texts include information with high frequency and familiar vocabulary. Students decode new words by making predictions (based on context) using bilingual dictionaries and CD based electronic word banks.

Students learn about daily life in Italy, as well as current events, for example the FIFA World Cup, and are able to collect some of the information themselves from given sites on the Internet.

At this level, it is expected that students would:

• Use and respond to the language in the classroom
• Students communicate by drawing on explicit models and with teacher support and scaffolding.
• Students start to understand and use the language other than English in structured situations and activities related to their local environment: self, family, home classroom and community.

PHYSICAL EDUCATION

The students have a 50 minute class session per week with Mr Rob Olsen, which involves the development of Fundamental Motor Skills. These include:

• Throwing
• Catching
- Striking
- Bouncing
- Kicking
- Punting
- Running

Along with this, students participate in a 50 minute platoon session with their class teacher, within which they are divided into three groups, rotating to a new activity each session to allow for a broad range of development.

Rules for games are established and the students are encouraged to work co-operatively with a partner and in groups to develop positive attitudes towards their fitness so to maintain a healthy lifestyle.

Appropriate footwear is essential in all Physical Education sessions.
**MUSIC**

In Level Two Music, students participate in one weekly session of 50 minutes. The activities are sequentially prepared to complement the Integrated Curriculum in their regular classroom. In Music the students will cover the following elements:

- **Rhythm** – perform simple rhythms by memory and echo the rhythms of others. Students learn to recognise traditional notation and symbols to represent sounds.
- **Melody** – Sing simple melodies, recognise when melodies go up or down.
- **Harmony** – hear and recognise chord changes in songs.
- **Tempo** – respond appropriately with movement and/or instruments to music of various speeds.
- **Dynamics** – hear, recognise and match instrument playing to various degrees of loud and soft music.
- **Tone Colour** – choose an appropriate sound source to accompany a familiar or self improvised song. Students also learn the skills and techniques used when performing with others.
- **Singing** – participate in group singing, solos, partner songs and rounds and remember a variety of songs.
- **Listening** – Students listen and respond to a range of familiar and unfamiliar music.

At Level Two the student is able to:

- Make informed decisions about effective ways of using performing arts elements in making and presenting performing arts works.

This is evident when the student improvises ideas and works using a range of music elements to communicate particular understandings, when the student develops skills, techniques and processes in order to make informed choices about expressive use of the music elements, when the student is able to use a variety of forms including written, visual, sound sources and/or movement to express their music, and is able to confidently present their own or others’ compositions to familiar audiences.

- Communicate about the ways in which performing arts works are made and presented.

This is evident when the student is able to explain responses to their own performances and the performances of others’ in a variety of ways, describing music elements in the works, identifying how they were made and presented and when, where and why they were performed.

Parents can help by discussing syllables in words and the way they make rhythms. Sing simple songs with your child and encourage them to sing for you. Discuss different kinds of slow and fast, music that gets softer or louder, changes in high and low music.

Explore a large variety of sounds and enable your child to hear a wide variety of musical styles eg. jazz, choirs, orchestras, opera, blues, country, alternative, pop and contemporary music.
GENERAL INFORMATION

Topics

The topics are planned in detail each term and will be promoted in the level newsletter that is distributed at the beginning of each term.

Term dates 2010

Term 1 Monday 1 February – Friday 26 March
Term 2 Monday 12 April – Friday 25 June
(Pupil Free day 28 May 2010)
Term 3 Monday 12 July – Friday 17 September
(Pupil Free Day: Monday 9 August)
Term 4 Monday 4 October – Friday 17 December

Starting times

Each school day starts at 9.00 am sharp and concludes at 3.30pm. The yard is supervised from 8.45 am and it is requested that children not be delivered to school prior to this time unless they are booked into Out of School Hours Care. Similarly the yard is supervised until 3.45 pm and children need to be collected by this time. Children are to remain inside the school gates until they are picked up.

Punctuality and Absences

Parents are reminded that children are expected to be at school by 9.00am sharp. The arrival of children after this time can be very distracting for those who are ready to commence work.

If a child is unwell, the best place for them is at home. When a child is sick at school their parent will be notified. Children who arrive late to school are required to report to the School Office before proceeding to class. Consequently it is important that the emergency contact numbers are kept current. If you change your address or work number, it is imperative that you let the school know.

It is required that parents send a note to school on a child’s return explaining his or her absence. If a parent wishes to collect a child from the classroom during the day, they must first fill in an early dismissal form at the office, which is then handed to the class teacher or yard duty teacher if it is during a break. Teachers will not release a child unless they receive this form.
**Parent Helpers**

We welcome help in the classroom.

DEECD established the ‘Classroom Helpers’ Program’ to train parents to work in the daily two-hourly literacy sessions. It is extremely important that all parents who are currently working in this area (literacy), and those who wish to become involved, participate in this training, which covers the reading and writing process. Mrs McKibben and Mrs Thompson will run the program at the beginning of term two.

Because of the focused teaching that takes place during literacy sessions, we request that parents with younger children make some alternative arrangements for them, as the little ones can often distract the children in the class. It is imperative that confidentiality is upheld when assisting in the classroom.

If you are interested in becoming a classroom helper, please see your classroom teacher.

**Naming Belongings**

Please ensure that all belongings are clearly marked with your child’s name, especially hats and jackets. In this way, lost items can easily be restored to their owners.

**School Uniform**

It is expected that children wear a KEPS uniform to school. This includes excursions where school uniforms make it easy to see and supervise the children. The official school hat is to be worn outside in terms 1 and 4. As a Sun Smart school, we have a “no hat—no play” policy. Students also need to wear appropriate shoes to school particularly on their PE days. The school uniform is able to be purchased from Bob Stewarts, situated in High Street, Kew. Jewellery is to be kept to a minimum and for safety reasons, it is preferred that only stud earrings be worn.

**Lost Property**

This is a constant problem particularly with our changeable weather. It is helpful if all articles of clothing are labelled. Then they can be returned to their rightful owners. The lost property box is kept in the School Hall near room 1. Please leave it neatly when you have searched through its contents.

**Lunches**

The students are supervised eating their lunch for 15 minutes at the start of each lunch session. The students are encouraged to bring home any food they do not finish so you have an indication of how much they have eaten. Lunch orders are available (Tuesdays and Thursdays) and lunch order lists are available from the office.
Kew East Primary School is proudly a certified Waste Wise School. Part of our Sustainability Policy is to encourage our students and staff to be more waste wise by having **rubbish free lunches**. This means bringing lunches in reusable plastic containers, reusable snap lock bags or bringing food that has either no wrapping or recyclable wrapping. Our Waste Wise program is highly successful and students and staff are committed to a whole school approach for minimising our environmental impact by reducing waste.

On Fridays we will gather with the whole level for a shared lunch experience to build relationships across the different classes. Lunches on these days must be NUT FREE.

**Communication**

General information that concerns the whole school is published in the school newsletter on a Tuesday every fortnight. The School Newsletter is distributed via email to all those families with email access. Each unit publishes their own newsletters, usually once a term informing parents about what is happening at each Level. Events organised by individual classes are advertised in the school newsletter or on a separate note.

To assist with communication, our school website is now available: [www.keps.vic.gov.au](http://www.keps.vic.gov.au)

Relevant school policies are listed on the above website.

If you are seeking further information, your first point of call is the class teacher either by phone or in person, then the Level Leader followed by the Assistant Principal or Principal.

**Additional Charges**

It is common for teaching teams to plan excursions, incursions and other activities and events that relate to our curriculum programs and enhance student learning. At Level 2 these co–curricula activities tend to be only one or two a term but to assist families we have listed below the potential costs that may be incurred throughout the year:

<table>
<thead>
<tr>
<th>Term</th>
<th>Excursion</th>
<th>Beach</th>
<th>$25.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RE</td>
<td>Materials</td>
<td>$6.50</td>
</tr>
<tr>
<td></td>
<td>Kew Festival</td>
<td>Materials</td>
<td>$2.00</td>
</tr>
<tr>
<td></td>
<td>Magnifying Glass</td>
<td></td>
<td>$5.00</td>
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<tr>
<td>Term 2</td>
<td>Excursion</td>
<td>Bundoora Farm</td>
<td>$20.00</td>
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<td></td>
<td>Materials</td>
<td>Classroom cooking</td>
<td>$5.00</td>
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<tr>
<td>Term 3</td>
<td>Incursion</td>
<td>Book Week</td>
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<td></td>
<td>Excursion</td>
<td>CERES</td>
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<tr>
<td>Term 4</td>
<td>Excursion</td>
<td>(to be announced)</td>
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</tr>
<tr>
<td></td>
<td>Program</td>
<td>Swimming</td>
<td>$130.00</td>
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