It is the intention of this booklet to give you a brief overview of the curriculum at Level 4 and to outline the minimum expectations we have in order for the students to achieve Level 4.

Level 4 comprises the years Grade 5 and Grade 6. Students in these years are involved in learning to apply their skills and knowledge in a broader range of learning situations. Level 4 students develop their knowledge of themselves as learners and their preferred learning styles. They are given more opportunities to make choices about how they learn and apply their knowledge. At Kew East Primary Level 4 students are involved in the Arts and Sport through the classroom and specialist programs and interschool sports. They are encouraged to be involved in supportive and leadership roles in the school. As students progress through Level 4 they become more aware that secondary school is the next stage in their learning journey. The Level 4 curriculum supports this transition by encouraging and expecting Level 4 students to take more responsibility for their learning and the management of their possessions. Events such as the Amazing Race, Pizza N’Coke and Graduation also support Grade 6 students in this transition process.

At Kew East Primary School we believe in the value of children becoming life long learners. We provide a program which is based upon real life learning experiences that support children in the development of problem solving, confidence, self esteem, initiative, self discipline and effective interpersonal skills. It is the intention of this booklet to give you a brief overview of the expectations we have of students in Level 4 and other general information.

**Teaching Staff**

Level 4 teaching staff are:

- Jenny Quigley
- Richard Jefferies (Leader)
- Eric McCann
- Cassie Hall

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<tr>
<th>Class</th>
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<td>4JQ</td>
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<td>4RJ</td>
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**Victorian Essential Learning Standards**

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
- Act effectively in that world.

**Key characteristics of students at this level include:**

- Assuming leadership responsibilities
- Developing self-efficacy skills
- Specialising and differentiating between domains
- Managing new situations and solving problems
- Learning deeply through extended projects to build flexible thinking and learning strategies
- Exploring concepts that allow for several points of view
- Demonstrating a preference for more specialised intelligences.

THE STRUCTURE OF THE ESSENTIAL LEARNING STANDARDS

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

In the Victorian Essential Learning Standards Level 4 is broadly associated with Years 5 and 6 of schooling. Learners become more complex thinkers and are able to apply thinking strategies as part of their learning. They are able to participate in and lead small group activities and learn more deeply by undertaking more extended projects.

Strands

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.

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

Years 5 to 8 – Building breadth and depth

During Years 5 to 8 most young people experience the move from primary to secondary school. In this sense, the middle years of schooling tend to cover two distinct phases, Years 5 to 6 and Years 7 to 8. During Years 5 to 6 some young people will experience the onset of adolescence, while others will remain in late childhood. Differences in emotional, behavioural and cognitive development among students may be vast.

Between ten years of age and puberty, the brain destroys its weakest connections preserving only those that experience has shown to be useful. During the late childhood and teenage years, functions that carry the most messages strengthen, and the weaker ones are cut out. This process is most predominant in the
area critical to controlling planning, working memory, organisation, anticipating consequences, controlling impulses and mood modulation.

Young people increasingly differentiate themselves in terms of their peers, physical attributes and competence. They begin to associate achievement less with effort, and more with skill and cognitive ability. While they may give the appearance of being engaged by novelty, to hold their interest through to achievement, young people increasingly require content that is perceived as valuable, is consistent with personal goals, and/or leads to an important outcome. In other words, during Years 5 to 8 young people increasingly come to view content as a choice, rather than an imperative.

In Years 5 to 8 young people become more complex thinkers. They begin to understand more abstract cognitive processes such as how to apply logical reasoning to both ideas and concrete objects. In other words, they begin learning how to apply many of the practical skills they have mastered in earlier years.

At secondary school students are required to be more independent, flexible and self-regulatory in the process of their learning. They begin to expand their thinking in subjects such as mathematics and scientific method. They also begin to organise their thinking in more formal ways by understanding processes such as research, critical and creative thinking and problem-solving. Consequently, they become capable of distinguishing between the processes and thinking tools specific to particular problems and ideas. They need to develop the competency of reflecting on and evaluating these processes.

However, while early adolescents become capable of thinking abstractly, their brains are still not fully mature. The areas mediating spatial, sensory, and auditory and language functions appear largely developed, but other areas are still maturing. There is also evidence to suggest myelination (or maturation of nerve cells) is still occurring. Myelination affects the speed at which messages are processed, as well as fine motor skill development.

To compensate for underdevelopment, the adolescent brain relies heavily on an area of the brain called the amygdala, which creates a tendency to react on instincts. Biologically, adolescents do not have the same abilities as adults to control their actions and to make sound decisions.

Remaining focused and modulating moods is a challenge during early adolescence. Assisting students to communicate, participate and work cooperatively, to have self-control, and to resolve conflicts thoughtfully without resorting to avoidance or aggression helps students to excel during this stage of schooling. Learning to manage emotions, predict consequences, develop optimistic thinking habits, and set goals are also skills that improve student achievement and wellbeing.

**Assessment & Reporting**

In Level 4, students are encouraged and empowered to take responsibility for and reflect on their learning. Students undertake self and peer assessment and are given the skills to give accurate and effective feedback. Level 4 teachers are also constantly conducting formal and informal assessment.

Parents will receive a formal report of their child’s progress in June and December. A Learning Portfolio, which is sent home at mid and end of year, will contain work samples and term learning goals. The work samples and goals will include information on the samples and reflections on goals.

In line with Department of Education and Early childhood Development (DEECD) guidelines, we offer two sessions for parent, teacher and student meetings. Early Term 1, Meet the teacher sessions are conducted which are an opportunity for parents to share relevant information about their child’s learning and welfare.

At the end of Term 2, Level 4 students run Partnership Meetings (as opposed to Parent Teacher Interviews). It is a fantastic opportunity for students to reflect on and talk about their achievements and areas of improvement in their learning. We have had great success with this in previous years and lots of positive feedback from students, parents and teachers. Parents are welcome to arrange a meeting with their child’s
class teacher at a mutually convenient time, if there are issues or concerns that teachers should be informed about.

If it felt that a student has a specific learning need or behavioural issues, this may be recorded on an Individual Learning Plan or Behaviour Management Plan. At this time, meetings are arranged with parents so they can be informed of how best to support their child at home.

**Integrated Inquiry topics for 2010 are:**

Term 1  History
Term 2  Health
Term 3  Geography/Civics & Citizenship
Term 4  Sustainability/Science

The topics are planned in detail each term and will be promoted in the Level 4 newsletter.
## Essential Learning Standards Outline

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<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
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<tbody>
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<td>Physical, Personal and Social Learning</td>
<td>Health and Physical Education</td>
<td>Movement and physical activity</td>
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<td>Health knowledge and promotion</td>
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<td>Interpersonal Development</td>
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<td>Civics and Citizenship</td>
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<td>Discipline-based Learning</td>
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<td>Exploring and responding</td>
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<td>Speaking and listening</td>
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<td>Languages Other Than English (LOTE)</td>
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<td>Intercultural knowledge and language awareness</td>
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<td>Measurement, chance and data</td>
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<td>Working mathematically</td>
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<td>Science</td>
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<td>Science knowledge and understanding</td>
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<td>Geography</td>
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<td>Interdisciplinary Learning</td>
<td>Communication</td>
<td>Listening, viewing and responding</td>
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<td>Presenting</td>
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<td>Design, Creativity and Technology</td>
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<td>Investigating and designing</td>
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<td>Analysing and evaluating</td>
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<td>Information and Communications Technology (ICT)</td>
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<td>ICT for visualising thinking</td>
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<td>ICT for communicating</td>
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<td>Thinking</td>
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<td>Reasoning, processing and inquiry</td>
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<td>Creativity</td>
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<td>Reflection, evaluation and metacognition</td>
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</table>
ENGLISH

Standards in the English domain are organised in three dimensions:
- **Reading**
- **Writing**
- **Speaking and listening**.

The learning in these dimensions is interrelated. For example, **Speaking and listening** contribute to the development of students’ reading responses. **Writing** contributes to communication about texts read or viewed and to reflection and learning. To help support student progress in all three dimensions, learning contexts are diverse and include situations that are informal, formal, planned and spontaneous.

**Reading**

The **Reading** dimension involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts such as novels, short stories, poetry and plays as well as popular fiction and non-fiction works, newspapers and magazines, illustrations, posters and charts, film and television and the texts associated with information and communications technology. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.

**Writing**

The **Writing** dimension involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts including writing for print and electronic media and performance. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas, issues, arguments, events, experience, character, emotion and information and to reflect on such ideas. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.

**Speaking and Listening**

This dimension refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts including everyday communication, group discussion, formal presentations and speeches, storytelling and negotiating.

MATHEMATICS

At Level 4, Mathematics has five dimensions:
- **Number**
- **Space**
- **Measurement, Chance and Data**
- **Structure**
- **Working Mathematically**.

As students work towards the achievement of Level 4 standards in Mathematics, they describe their investigations with correct mathematical terms, symbols and notations. They use mathematical procedures to construct and systematically investigate conjecture or hypotheses.
**Number**

Students extend their understanding of whole numbers, fractions and decimals. They use patterns and arrays to develop understanding of multiples (including lowest common multiple), factors (including highest common factor), prime and composite numbers. They recognise and use simple powers (for example, $2^3 = 8$).

Students investigate and use equivalent forms of common fractions. They order fractions and decimals and locate them on a number line. They investigate temperature and other contexts to develop the concept of negative numbers. They explore ideas of ratio (as a comparison) and percentage (comparing to 100). They use materials to explore decimals, ratios and percentages as equivalent forms of fractions (for example, $1/2 = 0.5 = 50\% = 1 : 2$).

Students devise and use mental and written methods (algorithms) to add, subtract, multiply and divide whole numbers. For division they recognise remainders as common fractions or decimals. They devise and use mental and written methods to add and subtract decimals. They use materials and number lines to develop understanding of multiplication and division of decimals (to two decimal places) and simple common fractions. They routinely make estimations and approximations in calculations and make judgments about their accuracy.

**Space**

Students identify and sort shapes by properties such as parallel and perpendicular lines (for example, quadrilaterals). They use the ideas of angle, size and scale to describe the features of shapes and solids. They identify symmetry by reflection or rotation. They create and compare pairs of enlarged shapes using simple scale factors. They describe the features that change (for example, side lengths) and features that remain the same (for example, angles). They represent solids (for example, prisms, pyramids, cylinders and cones) as two-dimensional drawings and nets. They visualise and describe relative location and routes between places shown on a map. They create and interpret simple networks such as a road network to show connectedness between towns.

**Measurement, chance and data**

Students estimate and measure lengths (including perimeter), area (including surface area), volumes, capacity, time (including duration), and temperature in metric units using appropriate instruments and scales. They determine and use the level of accuracy required for the purpose of the measurement. They develop simple procedures to determine the perimeter and area of simple shapes (for example, counting squares in a grid to determine area).

Students estimate and describe the chance of random events using words, percentages and fractions or decimals between 0 and 1. They investigate the sample space (possible outcomes) for simple chance events and calculate theoretical probability. They explain how symmetry in chance situations (for example, the roll of a die) creates equally likely outcomes. They create simulations of chance events to estimate probability (for example, randomly selecting a card from a pack without kings to choose a month).

Students plan and conduct questionnaires to collect data for a specific purpose. They recognise different data types such as categorical and numerical, discrete and continuous. They organise and present grouped and ungrouped data using displays such as simple frequency tables and histograms. They calculate and interpret measures of centre (mean, median and mode) and spread (range) for ungrouped data.

**Structure**

Students use Venn diagrams and tables (karnaugh maps) to test the validity of statements involving the quantifiers *none, some and all*. They develop algorithms involving words, diagrams and mathematical symbols (for example, for testing the divisibility of a number).
Students create number sequences by computing the next term from the previous term or terms (recursion). They develop function rules for the terms in sequences based on their position in the sequence.

Students recognise that the ‘identity’ for each operation has no effect: the number 0 for addition and subtraction, and 1 for multiplication and division. They form and solve equations using words and symbols.

**Working Mathematically**

Students make and test conjectures and generalisations about numbers, shapes and mathematical structure using concrete materials and diagrams. For example:

- in *Number*, the factors of primes and composites
- in *Space*, the properties of shapes
- in *Measurement, chance and data*, the probability of outcomes in games of chance
- in *Structure*, the patterns of remainders formed by division.

Students identify and investigate real life, practical and historical applications of mathematics. They pose and solve mathematical problems using a range of strategies (for example, make a list, find a pattern, work backwards). They solve new problems based on familiar problem structures.

Students develop and use estimation procedures to check the results of computations made using technology. They use technology for complex and extended computations. They use appropriate technology to explore puzzles involving numbers (for example, solve a magic square using a spreadsheet) and to generate drawings of shapes, solids, nets and geometric designs.

**THINKING**

As students work towards the achievement of Level 4 standards in this domain, they make observations and pose questions about people and events within and beyond their own experience, and develop a growing awareness of the complexity of the world around them. Using these questions as a basis, students undertake investigations independently and with others. Their investigations include time for sustained discussion, deliberation and inquiry, with teachers providing appropriate tools and support in this process. Students develop strategies to find suitable sources of information and they learn to distinguish between fact and opinion. They develop an understanding of how our views are socially constructed and not always based on evidence.

Students increase their repertoire of thinking strategies for gathering and processing information. These include identifying simple cause and effect, elaborating and analysing, and developing logical arguments. They begin to consider which strategies may be most appropriate for particular learning contexts. They increasingly focus on tasks that require flexible thinking for decision making, synthesis and creativity.

Students participate in activities in which they identify problems that need to be solved. They use a range of techniques to represent the problem and, working individually and with others, develop a range of creative solutions and explore the advantages of generating unconventional rather than conventional solutions. They begin to develop criteria to select and prioritise possible solutions.

They learn to make links between ideas and use portfolios and/or journals to reflect on how their ideas and beliefs change over time. In structured activities, they practise transferring their knowledge to new contexts.
**VISUAL ARTS**

In Level 4 the students attend a 50 minute Art session each week. All students require an art smock to wear during Art sessions to protect their school uniforms.

Art activities are closely integrated with topics being studied in class. At least one activity per semester will be directly related to the classroom topic. The main aim of the program is for the students to explore and experience a wide range of art forms and use a variety of media in producing their art work.

At level 4 students independently and collaboratively explore and experiment with different ways of presenting arts works and consider appropriateness of presentation for intended audience. Through exploring and responding, students begin to develop a vocabulary of appropriate arts language they can use to describe and discuss the content and structural qualities of their own and other people’s arts works. They begin to research, and with guidance, analyse arts works to interpret and compare key features, symbols and cultural characteristics of arts works in a range of contemporary and traditional forms from different historic, social and cultural contexts.

**ITALIAN**

Italian incorporates the strands of speaking, listening, reading and writing. 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.

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, children should be able to:

- Demonstrate comprehension of simple factual information by completing a task.
- Make statements and ask simple questions to exchange greetings and personal information.
- Read specific items of information and use the information to reflect student understanding.
- Write and spell correctly short sentences and begin using some verbs in the correct tense.
- Participate in oral interaction to convey and receive information.
- Apply their knowledge of word meanings, word associations and cognates to their own work.
• Apply grammatical information and knowledge of words, conduct dictionary research, and work independently on defined tasks using the language.

PHYSICAL EDUCATION

In Level 4, we encourage children to participate in sport and physical activity with the hope that they will continue to lead healthy and active lifestyles beyond primary school. In all Physical Education sessions, the Fundamental Motor Skills are taught and developed through minor games and modified sports activities. The sports generally covered are those listed below.

Physical Education sessions aim to develop students general fitness and game skills to allow a broad range of physical development. A major component of these sessions is to develop students ability to work in teams and understanding of good sportsmanship.

During Term 1 and 2 students participate in Interschool Sport Program The students have a choice to play the following sports:

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<tr>
<td>Cricket</td>
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<td>Softball</td>
<td>Volleyball</td>
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<td>Rounders</td>
<td>Soccer</td>
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<tr>
<td>Kanga Cricket</td>
<td>Football</td>
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<td>Bat Tennis</td>
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The focus for Interschool Sport is for students to learn about new sports, develop relationships and teamwork skills, develop and display good sportsmanship and most importantly have fun. Interschool Sport is a fantastic opportunity for students to meet new friends and learn about new sports.

Our responsibility is to get as many students active and engaged in sport as possible. The aim of the program is for less emphasis on winning and results, and more emphasis on having a go and having fun.

The KEPS Cross Country is held at the beginning of Term 2. Students participate against other students in the same age group and have the opportunity to represent their House group.

Term 3 begins with students learning and practising the skills involved in Athletics. Students participate in the following activities

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<tr>
<td>Shot Put</td>
<td>High Jump</td>
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<tr>
<td>Long / Triple Jump</td>
<td>Discuss</td>
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<tr>
<td>Sprints</td>
<td>Hurdles and Relays</td>
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</tbody>
</table>

The KEPS Athletics Carnival is held in Term 3 where students get the chance to apply the skills that they have been learning during PE class. This is another opportunity for students to represent their House group and is a fun day that focuses on participation and giving all students a chance to have a go at all the activities.

Throughout the year in Physical Education students will be given various opportunities to carry out self and peer assessment activities. They will also be given the opportunity to create modified games within small groups that incorporate skills from the sports being covered.

Other programs that may take place during the year include the Kew District Swimming Carnival, Hoop Time, International Rules Competition and Kanga Super 8’s.
MUSIC

In Level 4 Music students participate in one weekly session of 50 minutes. The activities are sequentially prepared to complement the Integrated Curriculum in their regular classroom. Students are given the opportunity to participate in the Marimba Group. Band students are given the opportunity to participate in the Concert or Social Band and various small instrumental ensembles. In Classroom Music the students will cover the following elements:

Rhythm – read and play simple rhythms and create, write and perform rhythmic notation patterns of their own on music staves. Experiment with Visual Scores and Chord Charts.
Melody – Write and sing simple melodies accurately, recognise and compose pentatonic melodies, play melodies on xylophones and marimbas.
Harmony – hear and recognise chord changes in songs, participate in singing rounds and two or three part songs, compose and play chords and harmonies on marimbas. Tempo – describe appropriate speed for a given song using musical terms and hear, identify and play gradual changes in tempo.
Dynamics – choose an appropriate volume for a given song, play at an appropriate volume on marimbas and other instruments, and respond to subtle dynamic markings while singing or playing.
Tone Colour – distinguish between two instruments in the same orchestral family eg. flute and clarinet, identify specific instruments when they are played with others. Singing – participate in singing and adding appropriate accompaniment to a variety of songs, perform songs of your own and those of others for the class.
Listening – Students listen and respond to a range of familiar and unfamiliar music.

At Level Four the student is able to:
Demonstrate the ability to experiment with ideas in making and presenting music.
This is evident when the student is able to explore ways of communicating ideas about their environment using a range of compositional processes, use knowledge of music from different times and places in clearly developing their own music ideas, perform a repertoire of songs/pieces on marimbas and other instruments.

Demonstrate skill in manipulating music elements.
This is evident when the student is able to select and combine music elements to compose and improvise works that clearly express ideas, they can create and interpret notation (both conventional and alternative score types) and they can explore and experiment with expressive qualities of sound to develop music ideas.

Describe personal observations about the characteristics of music works.
This is evident when the student is able to evaluate the effectiveness of own compositions, describe and interpret their own performances and the performances of others, and can use appropriate music terminology for these descriptions.

Distinguish features of music that locates it in a particular time, place or culture.
This is evident when the student is able to identify specific features of musical works, compares the different ways in which the works are made and used and can identify social and cultural influences on their own works.

Parents can help by discussing different styles of music and the instruments found in a variety of music types eg. jazz, choirs, orchestras, opera, blues, country, alternative, pop and contemporary music. Listen to a wide variety of music with your child. Encourage your child to take up an instrument, listen to them practice regularly and encourage them to perform pieces for you. Take your child to hear a variety of live music.
LIBRARY

KEPS has a well resourced library containing collections of fiction, non-fiction, picture fiction and reference books. The library is open and attended by a teacher before and after school.

Resources can be borrowed for two weeks and can include 3 fiction, 3 non-fiction and 3 picture fiction. Children with overdue library resources are not allowed to borrow further resources.

New books are displayed weekly on the ‘New’ bookshelf and are available for loan on the date displayed. Children can borrow only one new book at a time and new books cannot be reserved.

Library sessions for children from Levels 3 and 4 are designed for students to continue practising the skills of using a library both to borrow for recreational reading and also to support the activities set in the integrated studies topic.

Search terminals are used by the children to locate resources by keyword, author, title or subject through ‘Alice Inquiry.’ They can also find books suitable for their level of reading through Book Wizard, which is a simple, self-explanatory program.

GENERAL INFORMATION

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

Starting times

Each school day starts at 9.00am 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 (OSHC). Similarly the yard is supervised until 3.45pm 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. Children who arrive late to school are required to report to the School Office before proceeding to class. 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. 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.

School Uniform
It is expected that children wear a KEPS uniform to school. This includes days of excursions where school uniforms make it easy to identify and supervise the children. The Sun Smart, broad brimmed or legionnaire 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 without an appropriate hat will be restricted to the shaded area adjacent to the Music Centre. Students also need to wear appropriate shoes to school, particularly on the days their class has PE or Sport. Thongs are not permitted on any day. Jewellery is to be kept to a minimum and for safety reasons, it is preferred that only stud earrings be worn.

**Year 6 Jumpers**

Every year it is tradition that all Year 6 students have the opportunity to purchase a special jumper signed by the rest of the Year 6's. It is school policy that only the current Year 6 students may wear these special jumpers as it is a privilege. Past Year 6 jumpers may not be worn by any other student in grades Prep – 5.

**Lost Property**

This is a constant problem particularly with our changeable weather. It is helpful if all articles of clothing are labelled, especially clothing items such as hats as these are frequently misplaced. The lost property box is kept in the Level 3 area.

**Lunches**

Students are supervised eating their lunch for 15 minutes at the start of each lunch session. The students are encouraged to take home any food they do not finish so you have an indication of how much they have eaten. 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. Lunch orders are available on Tuesdays and Thursdays from a local company and lunch order lists are available from the office.

**Communication**

General information that concerns the whole school is published in the school newsletter which is distributed each Tuesday. The School Newsletter is distributed via email to all those families with email access. In addition, each Level publishes their own newsletters, usually once or twice a term informing parents about what is happening at each Level.

If you have any issues, questions or concerns, the first point of contact should be directly to your child’s classroom teacher, by phone, your child’s diary, a note or in person. The classroom teacher is the most informed person about your child and any situations or issues that may occur. If the issue is not resolved, the next person to contact is the team leader. The Assistant Principal and Principal are the final points of contact if the issue requires further discussion.
**Events in Level 4 Costs**

In level 4, there are many events and excursions that occur that relate to our curriculum programs and enhance student learning and engagement. Below is a list of events, term by term, and the ESTIMATED cost of each activity. These events usually happen in the term outlined below. Most of the term costs will be included in that term payment planner.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Estimated Cost</th>
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</thead>
<tbody>
<tr>
<td>Interschool Sport</td>
<td>$35</td>
</tr>
<tr>
<td>Religious Education</td>
<td>$7</td>
</tr>
<tr>
<td><strong>Year 6 Only</strong></td>
<td></td>
</tr>
<tr>
<td>Pizza 'n' coke night</td>
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<table>
<thead>
<tr>
<th>Term 2</th>
<th>Estimated Cost</th>
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<tbody>
<tr>
<td>Level 4 Camp</td>
<td>$260</td>
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<tr>
<td>Family Life Education</td>
<td>$13</td>
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<tr>
<td>Interschool Sport</td>
<td>$35</td>
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<table>
<thead>
<tr>
<th>Term 3</th>
<th>Estimated Cost</th>
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<tbody>
<tr>
<td>Rookys</td>
<td>$10</td>
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<tr>
<td>Book Week</td>
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<tr>
<td>Level 4 Performance</td>
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<table>
<thead>
<tr>
<th>Term 4</th>
<th>Estimated Cost</th>
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<tr>
<td><strong>Year 6 Only:</strong></td>
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<td>The Amazing Race</td>
<td>$35</td>
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<tr>
<td>Graduation Evening</td>
<td>$55</td>
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<tr>
<td><strong>Year 5 Only:</strong></td>
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<tr>
<td>Year 6 Jumper</td>
<td>$45</td>
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</tbody>
</table>

Please Note:
In some terms an incursion or excursion may be organised to support the curriculum program, the cost is usually approximately $15 -$25.