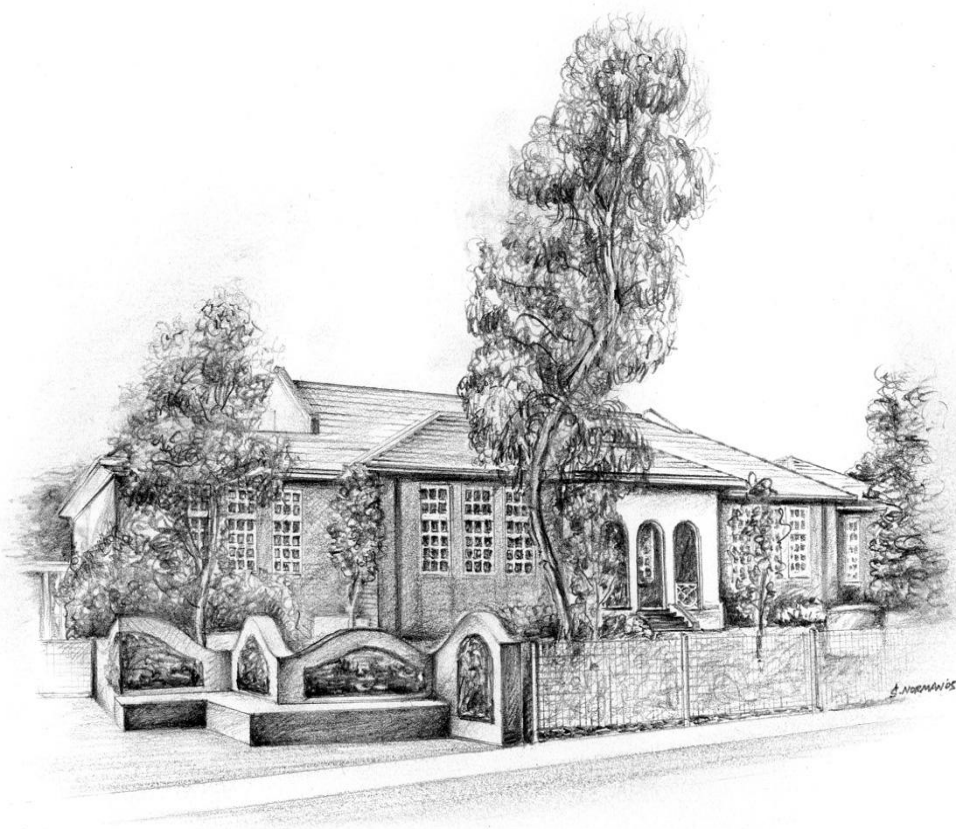


Kew East Primary School



**Parent Information Booklet
2009**

Level 1

It is the intention of this booklet to give you a brief overview of the curriculum at Level 1 and to outline the minimum expectations we have in order for the children to achieve Level 1.

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.

LEVEL 1

The teaching staff for Level 1 (Prep year) are:

Di Terrill-Wynne (Team Leader)	1 TW	Room 1
Liz Allardice/Evelyn McKibbin	1 MA	Room 2
Pam Hart	1 PH	Room 3

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.

Essential Learning Standards Outline

Strand	Domain	Dimension
Physical, Personal and Social Learning	Health and Physical Education	Movement and physical activity Health knowledge and promotion
	Interpersonal Development	Building social relationships Working in teams
	Personal Learning	The individual learner Managing personal learning
	Civics and Citizenship	Civics knowledge and understanding Community engagement
Discipline-based Learning	The Arts	Creating and making Exploring and responding
	English	Reading Writing Speaking and listening
	Languages Other Than English (LOTE)	Communicating in a language other than English Intercultural knowledge and language awareness
	Mathematics	Number Space Measurement, chance and data Structure Working mathematically
	Science	Science knowledge and understanding Science at work
	Interdisciplinary Learning	Communication
Design, Creativity and Technology		Investigating and designing Producing Analysing and evaluating
Information and Communications Technology (ICT)		ICT for visualising thinking ICT for creating ICT for communicating
Thinking		Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition

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 1 Overview

In the Victorian Essential Learning Standards Level 1 is broadly associated with the Preparatory Year of schooling.

Learners in their first year of schooling begin to develop social skills such as understanding classroom behaviour and making connections between school and home. Through curiosity and encouragement they take an interest in learning, begin to learn basic literacy and numeracy skills and develop some simple technical and coordination skills.

Key characteristics of students at this level include:

- Building a sense of belonging
- Understanding classroom values and practices
- Making connections between school and home
- Building positive behaviours
- Engaging behaviourally, emotionally and cognitively
- Developing curiosity and intrinsic motivation
- Expressing ideas and feelings through a variety of artistic forms
- Mastering technical skills
- Developing physical capacities and an awareness of their own health needs.

Students have a sense of belonging and socialise in a way where they understand and accept the values and practices of the classroom, contributing 'to the development of positive social relationships in a range of contexts' (Interpersonal Development). This process is aided when students feel socially and emotionally secure and are supported by their peers, teachers and family.

As students develop a sense of belonging they will be more likely to follow the rules, participate in activities and appreciate opportunities, take turns and consider the feelings of others, focus their attention for extended periods, find satisfaction and enjoyment in learning, and have enough trust to take risks such as asking and answering questions, performing in front of groups and creating novel ideas during activities. This behaviour is supported by the development of simple organisational and listening skills, and a capacity to follow instructions.

Students will spend significant time mastering technical competence by discovering how, and for what purpose, objects and systems work, and by practising tasks that include the forming of letters and numbers. They recognise how sounds are represented alphabetically and identify some sound-letter relationships' (English: *Reading*), and 'count the size of small sets (collections) using the numbers 0 to 20' (Mathematics: *Number*). They also begin to develop the skills of keyboarding and

navigating computer systems, drawing, measuring quantities and constructing models.

Students respond to novelty and this curiosity is the basis for asking questions and developing explanations for events. They make works of art that express and communicate ideas and feelings about themselves and their world, exploring and using 'a variety of arts elements (on their own or in combination), skills, techniques and processes, media, materials, equipment and technologies in a range of arts forms' (The Arts: *Creating and making*). At times they become deeply focused and will demonstrate the capacity to avoid distraction. They are introduced to concepts like time, space, safety, feelings, location and beauty by using their personal experience, texts and their environment as a starting point for learning.

With support from their teachers, students test ideas and beliefs, identify inaccuracies and make adjustments to improve. They learn about basic patterns by identifying similarities and differences, sorting and sequencing. They learn about processes by knowing how to organise their resources and time, by understanding rules and consequences, by making comparisons, and by discussing thoughts and ideas, as well as offering explanations.

They enrich their imaginations by playing games, making links between their own experiences and the ideas in texts, by discovering difference, by interpreting and appreciating the work of others, by exploring their senses, and by sharing and participating in group projects. They also engage in a variety of physical activities and gain an appreciation of basic health needs, including the performance of 'basic motor skills and movement patterns, with or without equipment, in a range of environments' (Health and Physical Education: *Movement and physical activity*).

ASSESSMENT AND REPORTING

Ongoing assessment is carried out during the year using observation, testing, check listing and work sample analysis.

At the beginning of the year, parents are 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 guidelines, we offer two parent teacher meetings, the first being in Term 1 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 an Individual Learning Plan will be developed. The student's progress will then be monitored and reviewed at regular meetings during the year and the plan adjusted accordingly.

TOPICS AT LEVEL ONE:

Students in the early years of schooling tend to understand the world by linking new concepts to their own experiences:

- My School
- Me and My Family
- Healthy Me, Safe Me
- Night and Day
- Living Things
- Performing Me
- Toys
- Celebrations.

ENGLISH

In English, Level 1 students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

English has three dimensions:

- Reading
- Writing
- Speaking and Listening.

These three dimensions are strongly interrelated. For example, as students learn to speak and listen effectively they are better able to respond to what they have read and can record their thoughts for others to share. In formal and informal situations students become aware of the way language works and the strategies they can use when communicating with others.

Reading

This dimension involves understanding, interpreting, reflecting upon, and enjoying written and visual, print and non-print texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. This dimension encompasses reading and viewing a wide range of texts and media, including fiction and non-fiction, newspapers and magazines, illustrations, posters and charts, film and television and the texts associated with information and communications technology.

By the end of Level 1, it is expected that students would:

- Read and respond to familiar texts that have predictable language patterns and/or familiar ideas. e.g nursery rhymes, shared Big Books, favourite picture story books
- Have a knowledge of basic concepts about print. e.g. reading from left to right and top of the page to the bottom, know what a word, letter and sentence and understand some book terms such as 'cover', 'title', 'author', 'illustrator'
- Notice similarities and differences in words and letters
- Start to recognise some commonly used words in context
- Be able to use simple strategies when reading to help predict meaning, including picture cues, re-reading to help establish meaning, using the initial letter sound of the unknown word and reading-on to predict what the word might be
- Self monitor as they read, using word-by-word matching
- Start to understand the role of punctuation in reading, e.g full stops, talking marks and exclamation marks
- Be able to select their own reading material
- Have some notion of who the characters are and the plot of a story.

Writing

This dimension refers to the active process of conceiving, planning, composing, editing and publishing fiction and non-fiction texts. Writing involves using appropriate language for particular purposes or occasions to represent and reflect on ideas, issues, arguments, events, experience, character, emotion and information. It involves the development of knowledge about writing strategies and conventions and includes writing for print and electronic media and performance.

By the end of Level 1, it is expected that students would:

- Produce simple writing that conveys an idea, message or personal experience
- Be able to explain what they are writing and why
- Use conventional letters in their writing
- Be able to name the letters of the alphabet and the corresponding sounds they make
- Form most lower case letters properly and identify the letters on a keyboard
- Hold a pencil in an effective grip
- Be using spaces between words
- Be using some punctuation appropriately. e.g. capital letters and full stops
- Use simple charts and lists to locate frequently used words
- Begin to recognise some simple written forms e.g. lists, stories.

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.

By the end of Level 1 it is expected that students would:

- Be able to follow simple instructions
- Be able to listen to others speaking for an extended period of time
- Take turns when speaking
- Speak in a clear voice so that they can be heard
- Be able to make a request and answer simple questions appropriately
- Retell an event or familiar story in correct sequence
- Speak informally when in a small group and join in a discussion with the whole class
- Speak formally in front of the class on a familiar topic e.g. Show and Tell
- Stay on the topic when sharing their own ideas and ask relevant questions
- Be able to correct themselves or rephrase what they have said when meaning is not clear.

MATHEMATICS

Many students come to school with a vast experience of the mathematical concepts that occur in their everyday life. They are often confident with simple counting patterns and the recognition of numerals but are yet to develop the ability to apply this knowledge to problem solving situations. The mathematics curriculum uses this early knowledge and builds on it with activities that require the children to experiment and discuss what they have discovered.

In Level 1, a strong influence is placed on 'learning by doing'. Students are encouraged to work together to explore situations, using a variety of materials to demonstrate their understandings. The teacher helps provide students with the appropriate mathematical language to convey their ideas and to explain how they solved simple problems. They work together to find simple ways of recording what they have done as well as being introduced to formal mathematical symbols.

At Level 1, Mathematics has five dimensions:

- Number
- Space
- Measurement, Chance and Data
- Structure
- Working Mathematically.

Number

In Number, students manipulate concrete and visual models to develop understanding of the fundamental mathematical concepts and objects of number. They relate counting of discrete objects in sets to spatial patterns and arrangements with physical, visual and written representations. They apply number to establish sequence and order and model addition and subtraction by grouping together or moving apart elements of sets.

By the end of Level 1, it is expected that students would be able to:

- Count forwards by 1's to 20 and backwards by 1's from 10 or beyond
- Make, count, order and compare sets of 10 objects, using 1-1 correspondence
- Rename models of numbers to 10 (e.g 6 is the same as 4 and 2)
- Understand ordinal number 1st-10th
- Identify and write the numerals to 10
- Work out and record simple addition and subtraction facts
- Recall automatically and use simple number facts (e.g 2 and 3 is 5)
- Make up questions arising from number stories and real life situations and use objects and pictures to represent possible answers
- Recognise there are different coins and notes and exchange money for goods in a play situation
- Recognise, copy, continue and create simple repeating and counting patterns
- Identify and create equal groups of objects.

Space

In this dimension, students manipulate everyday objects to identify and describe the features of common two and three dimensional shapes that correspond to the spatial concepts of point, line, boundary, face, interior and exterior. They follow simple instructions for the location of objects and movement from one place to another in familiar situations.

By the end of Level 1, it is expected that students would be able to:

- Recognise and name simple shapes
- Use everyday language to relate a shape's features to its function (eg a circle can roll)
- Make and draw simple shapes
- Use shapes to copy a picture or pattern
- Complete simple jigsaw puzzles
- Use and understand simple words for location and direction e.g: behind, under
- Follow a simple path on a drawing or model
- Make models of familiar environments (e.g the playground, their bedroom).

Measurement, Chance and Data

Level 1 students learn fundamental concepts related to this dimension in situations where they need to measure and compare length, capacity, mass, time and temperature using descriptive terms such as hot or fuller than and/or by counting of informal units such as the length of a row of paperclips. They learn to make and check rough estimates of quantitative measurements. Students begin to recognise unpredictability and uncertainty in chance events such as a game of 'Snakes and Ladders' and identify data required for a birthday party.

By the end of Level 1, it is expected the students would be able to:

- Recognise the attributes of objects (e.g height, colour, size, shape etc.) and choose objects that display two attributes (e.g a heavy, red block)
- Use the appropriate language of approximation and comparison e.g: heavier/lighter, more, too far, more/less than etc.
- Estimate, compare and measure the length, capacity, mass and size of objects using informal units (e.g icy pole sticks, blocks, scoops etc.)
- Order daily activities in sequence
- Name the days of the week
- Match events of the day to the time they occur
- Recognise the time in hours on an analogue and digital clock
- Recognise that different results may happen when the same action is repeated
- Collect information to answer a question posed
- Record information gathered using simple pictographs
- Describe orally what they have found from their data collection.

Structure and Working Mathematically

Students learn about fundamental aspects of these two dimensions by matching elements of different sets according to given instructions such as one-to-one correspondence in a simple card game of memory. They explore patterns in number and work with calculators to check results. They also use drawing tools and geometry software to create and colour simple two-dimensional shapes.

By the end of Level 1, it is expected that the students would be able to:

- Begin to check their work for mistakes or inconsistencies. (e.g recounting a group of objects or recognise a mistake in a repeated pattern)
- Improve their ability to estimate based on previous experiences
- Sort and classify groups of objects using more than one criteria and be able to explain what they have done
- Use the appropriate language when comparing, classifying and ordering
- Choose an appropriate activity to respond to a mathematical question or situation (e.g Show me how you can work out who has the most pencils in their tub?)

VISUAL ARTS

In Level 1 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.

The activities are integrated as closely as possible with topics being studied in class. At least one activity per term will be related to the topic being studied in class. 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.

By the end of Level 1 students will have:

- Created two and three dimensional art works
- Explored a range of art forms, such as collage, drawing, painting, printmaking, construction, modelling and textiles
- Learned how to use a variety of tools correctly, such as scissors, paintbrushes, clay tools, printing tools and drawing tools
- Experienced the use of a variety of different media such as paints, clay, textiles and construction materials
- Discussed their own art work with small groups or presented their work to the class
- Responded to more than one students' art work, examples of art found in familiar environments and in the community.

LIBRARY

KEPS has a well resourced library containing collections of fiction, non fiction, picture fiction and reference books. The library is staffed by a teacher before and after school – Monday to Wednesday.

Children must have a cloth bag in order to borrow and resources can be borrowed for two weeks. Children are allowed to borrow 3 fiction, 3 non-fiction and 3 picture fiction books. Children with overdue library resources are not allowed to borrow further resources. Families will be charged two thirds the cost of a new book to replace lost resources.

A selection of new books are displayed weekly on the New Bookshelf and are not available for loan until the date displayed, so everyone has the opportunity to view them. Children can borrow only one new book at a time and new books cannot be reserved.

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.

Prep children have one 50 minute library session per week. Literature outcomes are integrated with the unit focus and are developed as an extension of the classroom program.

Specific library skills taught include:

- Orientation; identifying the library, librarian, borrowing desk, picture fiction books and subject areas in non fiction. Children are encouraged to locate resources in both school and public libraries with assistance
- Borrowing procedure; understanding the borrowing procedure through borrowing regularly
- Selection skills; locating and replacing picture fiction, matching the picture fiction call numbers
- Call numbers; relating picture fiction call numbers to the first letter of the author's family name
- Library vocabulary; recognising library terms e.g. borrow, return, overdue, due date, picture fiction, non fiction, call number, search terminal etc.
- Parts of a book; identifying book parts such as spine, front/back cover, call number, author, title, illustrator
- Care of resources; handling books carefully, turning pages properly
- Listening skills; discussing stories and assisting in retelling activities
- Visual skills; identification of a sequence of events in picture form
- Alphabet skills; saying the alphabet, recognition of the upper case form, location of those sections in the picture fiction are
- Informational skills; differentiating between the fiction and non fiction sections of the library and using the spine label to identify resources from each section.

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. As far as possible, students are immersed in hearing the language.

Through greetings, introductions, songs and simple routines, students become familiar with the sounds of the language and cluster of words, and practice using the language. They interpret gestures and facial expressions, and use some of the non-verbal behaviour that is part of the language.

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.

Students begin to use and respond to the language in the classroom, relating the language to what they see, hear and touch, and to topics related to self, home, family and to other classroom activities.

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 Torino Olympics, and are able to collect some of the information themselves from given sites on the Internet.

By the end of Level one it is expected that students would:

- Use and respond to the language in the classroom
- Develop strategies for memorising and comprehending repetitive patterns
- Use single words or short phrases in activities, songs and games
- Trace words and phrases or copy words to label an illustration.

PHYSICAL EDUCATION

At Level 1 students participate in a wide variety of physical activities. They practise movements such as running, hopping and jumping and ball handling skills such as rolling, throwing [underarm], catching and kicking. They practise ways of controlling their bodies in a variety of situations. They support their weight using different parts of their bodies, they learn to spring and land safely and take part in a range of play situations and games.

Students learn about safe and appropriate use of the playground and equipment and are introduced to the Fundamental Motor Skills of catch, kick, run and vertical leap. The Fundamental Motor Skills consist of eleven skills that students require to fully participate in sporting activities. These skills are introduced at various stages throughout primary school and their mastery will vary according to individual differences.

In 4th term the students attend a swimming program at a local swimming pool.

Rules for games and various physical activities are established and the students are encouraged to work cooperatively with a partner and in groups and develop positive attitudes towards their fitness in order to maintain a healthy lifestyle.

The program is implemented via Physical Education sessions and a Perceptual Motor Program [PMP]. This program involves a sequence of activities focussing on coordination, balance, space awareness, flexibility, movement skills, laterality and body awareness.

By the end of Level 1 it is expected that students would:

- Be able to perform simple movement patterns that resemble running, hopping, rolling, skipping, crawling, changing direction, stopping and starting
- Be able to release and obtain a ball with foot or hand in the following ways such as: throwing [underarm], rolling, chasing, stopping and collecting the ball
- Be able to participate in games and partner activities that include turn taking, cooperation, sharing equipment and packing up.

MUSIC

In Level One 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 – differentiation between long and short sounds and the different ways these can be notated or written down. Explore ways of making rhythm patterns using body percussion as well as musical instruments.

Melody – singing and playing simple melodies both known and improvised, solo and in groups.

Harmony – improvise music to accompany a known song.

Tempo – Move/dance and play instruments appropriately to fast and slow music. Be able to identify changes in tempo during pieces of music.

Dynamics – Sing and play instruments loudly and softly. Be able to identify changes in dynamics during pieces of music.

Tone Colour – be able to name the instruments and the family they belong to (wood, metal, skin, shaker.) Be able to select combinations of instruments and /or voices to create accompaniments to songs.

Singing – participate in solo and group singing and remember a variety of songs.

Listening – Students listen and respond to a range of familiar and unfamiliar music

At Level One the student is able to communicate ideas when making and presenting performing arts works.

- This is evident when the student demonstrates exploration of music elements when making pieces, when the student improvises with combinations of movement and /or sounds with musical instruments and the voice, when the student is able to use a variety of written symbols to express their music, and is able to confidently present their compositions for their peers.

Students are also able to communicate personal responses to their own works and the works of their peers, as well as responding to music from the wider community and around the world.

- This is evident when the student is able to tell others why people have music and dance in their lives, when the student can share how particular music and/or dance makes them feel, and when the student can identify examples of performances in their own life and in their community. Students are encouraged to respond to and talk about music ideas and works they have heard in the community or performed themselves and can express and support their opinion of the performance.

Parents can help by talking about the difference in sounds, such as fast and slow, long and short, loud and soft, high and low. Sing with your child. 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, pop and contemporary music.

GENERAL INFORMATION

Term dates 2009

Term 1	Monday 02 February – Friday 3 April
Term 2	Monday 20 April – Friday 26 June
Term 3	Monday 13 July – Friday 18 September
Term 4	Monday 5 October – Friday 18 December
Pupil Free Day	Friday 12 June

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 (OSHC). 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. 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 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 can be purchased from Bob Stewart 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 from a local shop on specific days of the week and lunch order lists are available from the office. Preps do not access this service until Term 2.

Communication

General information that concerns the whole school is published in the school newsletter, which is distributed on a Tuesday. Each Level publishes their own newsletters, usually once or twice a term informing parents about what is happening at each Level. Events organised by individual classes are advertised in the school newsletter and a separate note can be placed on the notice board outside the Junior school or on the classroom door to inform parents about what is going on.

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 1 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:

Term 1	Incursion	SunSmart	Free
Term 2	Program	Life Education	\$ 8.00
	Excursion	(to be announced)	\$ 5.00
	Religious Education		\$ 6.50
Term 3	Incursion	(to be announced)	\$ 5.00
	Materials	Toys	\$ 5.00
Term 4	Excursion	Healesville Sanctuary	\$ 30.00
	Program	Swimming	\$120.00