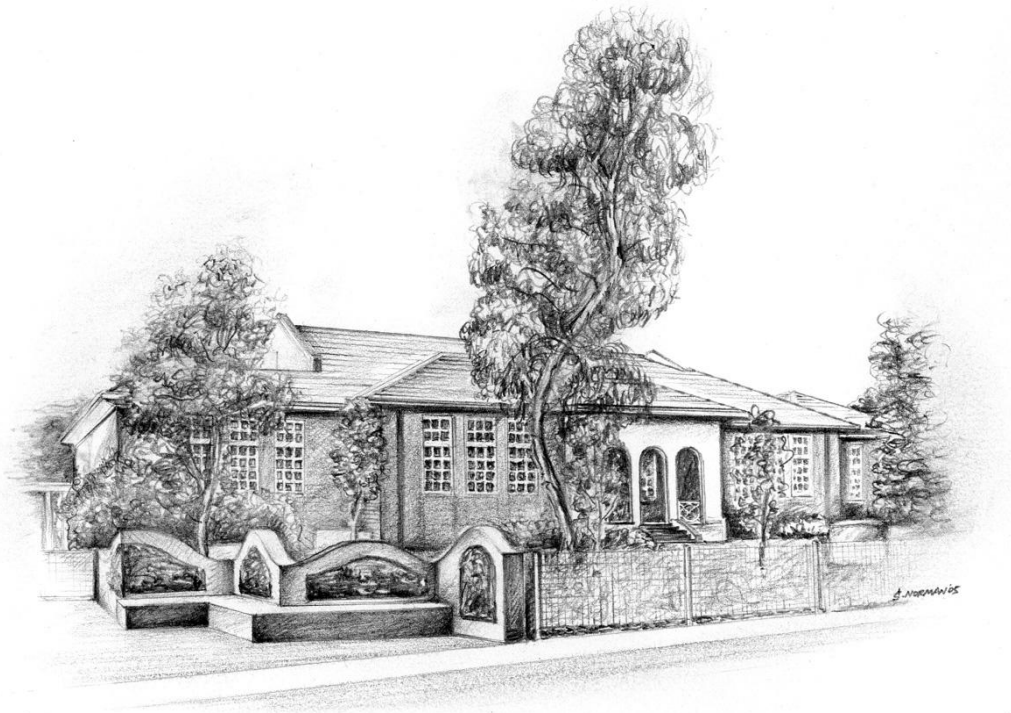


Kew East Primary School



**Parent Information Booklet
2009**

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 inter-personal skills.

LEVEL 2

The teaching staff for Level 2 are:

Lisa Richards (Level Leader)	2R	Room 5
Janet de Ridder	2D	Room 18
Elsbeth Landby	2L	Room 19
Liz Hughes	2H	Room 6
Emily Thompson	2T	Room 20
Kristen McIntyre	2M	Room 4

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	Listening, viewing and responding Presenting
	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 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 1 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.

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.

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 at 8:45 – 9:00am and 3:30 – 3:45pm.

Students must have a cloth bag in order to borrow and resources can be borrowed for two weeks. Students are allowed to borrow 3 fiction, 3 non fiction and 3 picture fiction books. Students 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. Students can borrow only one new book at a time and new books cannot be reserved.

Search terminals are used by students 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.

Level 2 students 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 – Identify picture fiction, fiction and non fiction areas
- Borrowing procedure – Understanding the term borrow, return, reserve and overdue
- Selection skills – Select reading materials suited to ability levels
- Call numbers – Able to form picture and fiction call numbers and recognise non-fiction call numbers have numbers and letters
- Library vocab – Understanding the difference between fiction and non-fiction. Identify encyclopaedia, catalogue and parts of a book including glossary and index
- Locating – Identify and locate resources following a search plan with assistance. Develops an awareness of the organisation of the library as a resource centre
- Literature – Is developing an awareness of genre and can verbalise favourites and retell sequence of main events in stories read

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 2009

Term 1	Wednesday 2 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 Dec
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. 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.

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 Pam Hart 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, which is distributed each Tuesday. 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

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:

Term 1	Neighbourhood walk		Free
Term 2	Program	Life Education	\$ 8.00
	Excursion	(to be announced)	\$ 30.00
	Religious Education		\$ 6.50
Term 3	Incursion	(to be announced)	\$ 5.00
	Excursion	(to be announced)	\$ 30.00
Term 4	Excursion	(to be announced)	\$ 30.00
	Program	Swimming	\$120.00

