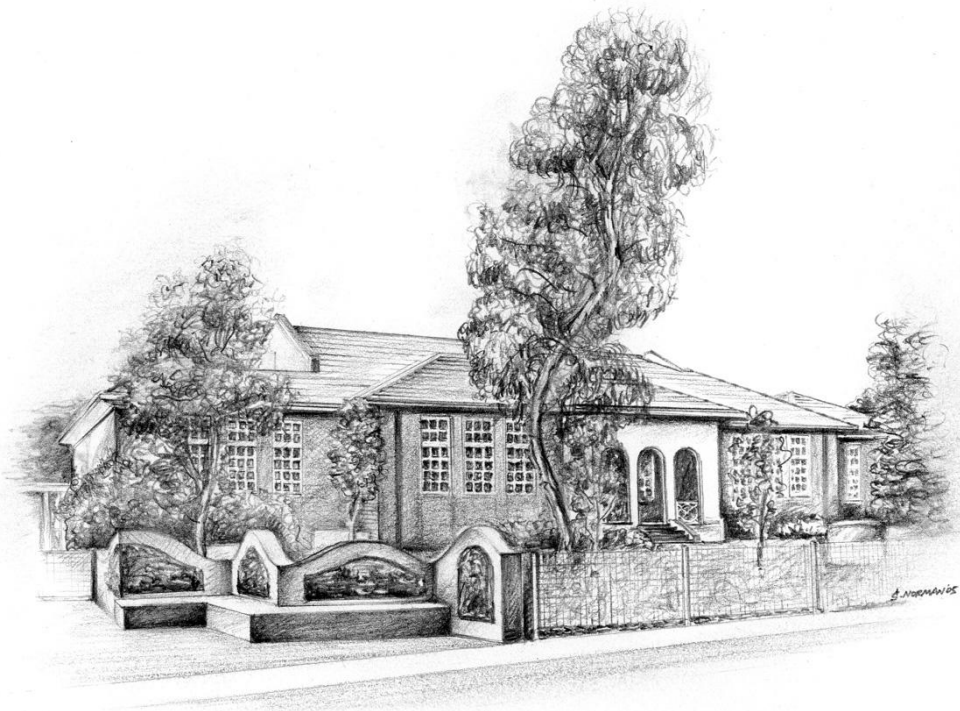


Kew East Primary School



**Parent Information Booklet
2009
Level 3**

It is the intention of this booklet to give you a brief overview of the curriculum at Level 3 and to outline the minimum expectations we have in order for the children to achieve Level 3.

At Kew East Primary School we believe in the value of children becoming lifelong 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 inter personal skills.

LEVEL 3

The teaching staff for Level 3 are:

Class 3K	Megan Kimber	Room 10
Class 3C	Genevieve Cleary	Room 11
Class 3S	Stephanie Schiftan	Room 12
Class 3B	Rob Bennett	Room 13
Class 3NK	Niki Kariotis	Room 14
Class 3CH	Cassie Hall (Team Leader)	Room 15
Class M	Cathy MacDonald (Leading Teacher)	Room 16

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 Overview

In the Victorian Essential Learning Standards Level 3 is broadly associated with Years 3 and 4 of schooling.

Learners become more persistent and prolific in their learning and develop confidence through using specific skills, particularly literacy and numeracy. They are able to participate in discussion about ideas and beliefs and express informed opinions.

Key characteristics of students at this level include:

- Broadening their knowledge and interest in a range of disciplinary domains
- Developing an awareness of common values
- Embodying resilient attitudes to learning and social behaviour
- Transforming ideas into objects and systems
- Applying independent thinking strategies
- Discriminating between the quality of information when forming opinions.

Students have developed relationships with peers that provide opportunities for social growth, including 'giving appropriate feedback and acknowledging individual differences' (Interpersonal Development: *Building social relationships*). Through their relationships with family, friends and the local community students learn about the values and beliefs of others. They begin moving from a preoccupation with their own needs towards some level of recognition of the needs of others. Students become aware of values such as loyalty and trust, and experiment with negotiation, conflict management, group decision making, tolerance and social problem solving. They control their impulses and are aware of appropriate conduct in diverse contexts. They have the capacity to recognise feelings in themselves and others, they manage to regulate their emotions in routine situations, and they reflect on their behaviour, making adjustments when necessary. Values education and community involvement help to inform interpersonal development. They take increased responsibility for their own health and wellbeing, explaining 'basic concepts of identity and (using) simple strategies to maintain and support their self-worth' (Health and Physical Education: *Health knowledge and promotion*).

Students are aware of the development of specific knowledge and skills within a wider variety of learning domains, responding to information and ideas that go beyond their immediate experience. They 'read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features' (English: *Reading*) and 'express a point of view providing some information and supporting detail' (English: *Writing*). Their writing reflects a structure and uses a range of words and correct punctuation. In Science they develop a vocabulary to describe their observations and investigations, and 'plan, design, conduct and report collaboratively on experiments related to their questions about living and non-living things, and events' (Science: *Science at work*). In Mathematics they collect and display data and 'apply number skills to everyday contexts such as shopping' (Mathematics: *Working mathematically*). Students learn about the importance of laws applying equally to everyone in a democracy and 'explain the difference between rules and laws' (Civics and Citizenship: *Civic knowledge and understanding*). They also describe some key events in Australian history 'including Anzac Day and key aspects of the histories of cultural groups that make up their class, community and nation' (The Humanities: *Humanities knowledge and understanding*). Students describe the human and physical

characteristics of their local area and other parts of Victoria' (The Humanities: *Humanities knowledge and understanding*), and 'describe key features of arts works from their own and other cultures' (The Arts: *Exploring and responding*).

As students develop confidence in using specific skills, their effectiveness as learners increases rapidly. They are encouraged to set short term goals and achieve these in cooperative and competitive situations. They interpret each other's work and participate in discussions to share and explore ideas and beliefs. They are encouraged to manage their level of effort, and to take steps to improve by implementing a range of strategies that may include rehearsing, organising, summarising, remembering and understanding. They 'identify their learning strengths and weaknesses and learning habits that improve learning outcomes.' (Personal Learning: *The individual learner*).

Students begin to discriminate between the quality of information when forming opinions, making sure that they 'collect information from a range of sources to answer their own and others' questions' (Thinking Processes: *Reasoning, processing and inquiry*). They apply thinking strategies to organise information and concepts in a variety of contexts, and transfer knowledge, skills and behaviours between contexts. Such strategies are supported by increased technical competence with computers, including the use of graphics and 'simple editing functions to manipulate the images for use in their products' (Information and Communications Technology: *ICT for creating*). Students also take a more active role in developing design briefs to meet a range of different needs and 'use their list of steps ... to choose appropriate tools, equipment and techniques' (Design, Creativity and Technology: *Producing*). They provide reasons for arguments, justify conclusions and participate in problem solving.

2009 LEVEL 3 INTEGRATED TOPICS

At the beginning of each term a Level 3 Newsletter will be sent home. Each newsletter will explain what the students will be learning during their Integrated sessions for that term.

ASSESSMENT AND REPORTING

Ongoing assessment is carried out during the year using observation, testing, check listing 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. The student's progress will then be monitored and reviewed at regular meetings during the year and the plan adjusted accordingly.

HOMEWORK

Level 3 children have weekly home tasks which may include:

- Reading for pleasure and/or information. This may be independently or with parents.
- Tasks related to Integrated Studies, Mathematics or Literacy.

All Level 3 children have a plastic folder to use for transporting all school/ home tasks. The homework folder is to be kept in the student's school bag at all times, so that it can be accessed during school times as well as at home. Homework is to be brought back on, or before, the due date.

VISUAL ARTS

In Level 3 the students attend an Art session each week. Visual arts activities are integrated as closely as possible with each level's term topics.

Level 3 students explore a range of art forms including painting, drawing, printmaking, clay modelling, collage, mixed media, textiles and construction to communicate ideas, observations and feelings.

Students experiment with ideas and forms from art works of other cultures, using a range of art materials, tools, techniques and processes.

They communicate their intentions, choices and use of techniques as part of the presentation process and plan and present visual arts works for a particular audience or purpose.

By the completion of Level 3 the students should have achieved the following outcomes.

- 3.1 Make and present visual arts works, using a range of visual arts elements, skills, techniques and processes.

This is evident when the student is able to:

- Select, organise and combine a range of visual arts elements, with the intention of developing art ideas
- Use a range of visual arts forms, materials and equipment to develop arts ideas based on own and others' cultures
- Develop skills, using techniques and processes in making visual arts works
- Plan and present visual arts works for a particular audience or purpose.

- 3.2 Identify and describe key features of visual arts works from own and other cultures.

This is evident when the student is able to:

- Identify key features of visual arts works from various cultures
- Describe ways in which ideas from own and other cultures contribute to own visual arts works
- Identify purposes for which visual arts works are made and used in the community
- Use of appropriate terminology to name and describe characteristics of visual arts works.

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 on Monday, Wednesday and Thursday.

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. Families will be charged two-thirds of the cost of a new book to replace lost resources.

A selection of new books are displayed weekly on the New Book shelf 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.

Library sessions are taken weekly by the classroom teacher to complement the literacy program.

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:

Outcome 3.1 – Listening

Demonstrate comprehension of simple factual information by completing a task.

Outcome 3.2 – Speaking

Make statements and ask simple questions to exchange greetings and personal information.

Outcome 3.3 – Reading

Read specific items of information and use the information to reflect student understanding.

Outcome 3.4 – Writing

Write and spell correctly short sentences.

PHYSICAL EDUCATION

Level 3 students will be involved in learning the Fundamental Motor Skills (FMS) in Terms 1 and 2. FMS are the basic skills needed for learning more complicated sport and movement. They are:

- Catch
- Kick
- Run
- Vertical Jump
- Overhand Throw
- Ball Bounce
- Two-hand Side-Arm Strike
- Forehand Strike
- Dodge
- Punt
- Leap

Physical Education rotation sessions are taken for 50 minutes per week. In Level 3 two or three classes will combine into four mixed groups so that students will have an opportunity to interact with other Level 3 students.

The two or three class teachers and the PE teacher rotate across the groups. The focus of these sessions is based on a different skill each week allowing a broad range of development. In addition to these rotation sessions each class has one 50 minute Physical Education session with the PE teacher, which involves skill development. Additionally every effort is made to have one 50 minute session per week with their class teacher.

Term three athletic skills include:

- Hurdles / Running – sprints, distance and relays
- Discus
- Shot Put
- High Jump
- Long Jump / Triple Jump

Term four minor games incorporates the FMS and leading up to the sports played in Level 4 interschool sports, such as:

- Bat tennis
- T-Ball / Softball / Rounders
- Soccer / Football
- Netball
- Cricket / Kanga Cricket
- Newcombe (an added extra)

Suitable Clothing and Footwear

It is essential that students are wearing appropriate clothing (comfortable and preferably pants/ shorts) and proper sport footwear. Runners with laces or very firm Velcro are the best option. Sandals, 'strappy' shoes, boots, platform or 'backless' shoes are dangerous and increase the risk of injury. The wearing of hats is compulsory and students will be asked to sit in the shade if they don't have one. On warmer days sunscreen and a drink bottle with water is a great idea.

MUSIC

In Level Three Music, students participate in one weekly session of an hour. The activities are sequentially prepared to complement the Integrated Curriculum in their regular classroom. Students are given the opportunity to participate in the Level 3 Choir, the String Ensemble and students in Year 3 may join the school band for tutorials in July. Year 4 band students participate in the Band program. In Classroom Music the students will cover the following elements:

Rhythm – create, write and perform simple rhythmic notation patterns

Melody – Sing simple melodies accurately, recognise when melodies go up or down, play melodies on xylophones and marimbas

Harmony – hear and recognise chord changes in songs, participate in singing rounds and two part songs, play chords and harmonies on marimbas

Tempo – choose an appropriate speed for a given song, sing and play instruments at a constant tempo

Dynamics – choose an appropriate volume for a given song, play at an appropriate volume on marimbas and other instruments, respond to simple dynamic markings for loud and soft

Tone Colour – Recognise different families of orchestral instruments (woodwind, brass, strings, percussion) and be able to differentiate between them eg. flute and trumpet, clarinet and drum

Singing – participate in singing and adding appropriate accompaniment to a variety of songs

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

At Level Three the student is able to:

3.1 Make and present performing arts works, using a range of performing arts elements, skills, techniques and process.

This is evident when the student is able to select, organise and combine a range of performing arts elements with the intention of developing arts ideas. The student will be able to use a range of materials, spaces, sounds and/or movements to develop arts ideas based on own and others' cultures, and will develop skills, techniques and processes to plan and present performances of their own and others' works for a particular audience or purpose.

3.2 Identify and describe key features of performing arts works from own and other cultures.

This is evident when the student is able to identify works from various cultures, describe ways in which ideas from other places influence their own works, identify purposes for which works are made and used in the community and use appropriate terminology to name and describe features of performing arts 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. Take your child to hear live music in as many styles as possible. Encourage your child to take up an instrument and listen to them practice regularly.

GENERAL INFORMATION

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 December
Pupil Free Day	Friday 12 June

Starting times

Each school day starts at 9.00 am and concludes at 3.30 pm. 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.

School Uniform

It is expected that the students 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.

Lost Property

It is helpful if all articles of clothing are clearly labelled so that if they are misplaced or lost they can be returned to their rightful owners. The lost property box is kept in the School Hall near room 1 and we have a Level 3 lost property box outside room 15. Please leave it neatly when you have searched through its contents.

Lunches

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.

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 on Tuesdays and Thursdays. Lunch order lists are available from the School Office.

Communication

General information that concerns the whole school is published in the school newsletter, which is distributed each Tuesday. Each level publishes their own newsletters, usually once or twice a term informing parents about what is happening. 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.

If you have any queries or concerns at any stage we would encourage you to contact the school straight away. The first point of call is your child's classroom teacher. As the teachers are usually involved in meetings after school on Monday, Tuesday and Wednesday afternoons it is advisable to write a short note so that the teacher can contact you to organise a meeting. Alternatively you can ring the school on 9859 2903 and leave a message for your call to be returned.

If you feel your concern can not be dealt with at classroom level, you are most welcome to discuss any issues with the Level 3 Team Leader, Cassie Hall. If any further action is required the Assistance Principal or Principal may be contacted.

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 3 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:

<u>Term 1</u>	Excursion	Koori Heritage Trust	\$24.00
	Religious Education		\$6.50
<u>Term 2</u>	Incursion/Excursion	(to be announced)	\$15.00 approx only
<u>Term 3</u>	Incursion/Excursion	(to be announced)	\$15.00 approx only
<u>Term 4</u>	Level 3 Camp	Camp Rumbug	\$200.00 approx only
	End of year celebration	(to be announced)	\$20.00 approx only

Policies

Kew East Primary School has a variety of school policies. The policies that can be downloaded directly from the school web site are:

Teaching and Learning

- ICT Policy/Guidelines for use of student images/Guidelines for Web Publication
- Portfolio
- Student Leadership

Student Engagement and Wellbeing

- Administrating Medication
- Anaphylaxis Management
- Headlice
- Sunsmart
- Student Wellbeing
- Student Dress Code

If you would like to download any of these policies you can do so at <http://www.keps.vic.edu.au>

For further policies, please contact the school office on telephone number 9859 2903.