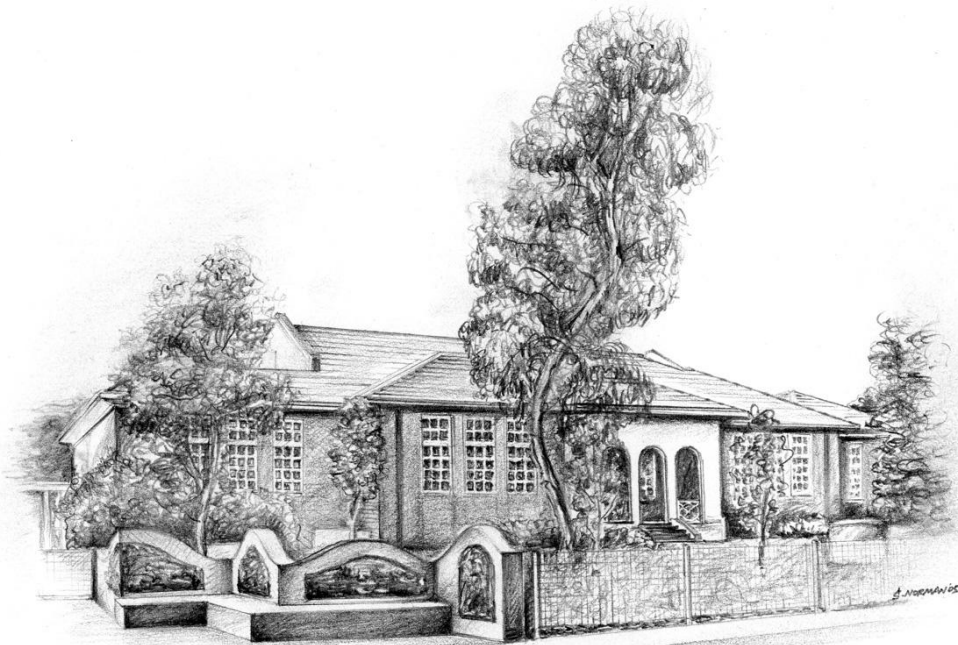


Kew East Primary School



**Parent Information Booklet
2009**

Level 4

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.

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 inter personal 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.

LEVEL 4

The teaching staff for Level 4 are:

| | | |
|-----------------------|-----------|---------|
| Kate Brommeyer | Class 4KB | Room 24 |
| Jenny Quigley | Class 4JQ | Room 25 |
| Richard Jefferies | Class 4RJ | Room 21 |
| Eric McCann | Class 4EM | Room 22 |
| Cathy Uliana (Leader) | Class 4CU | Room 23 |

CURRICULUM

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.

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.

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.

Below is a brief overview of the Essential Standards outline and stages of learning. The entire Level 4 Victorian Essential Standards can be viewed at: <http://vels.vcaa.vic.edu.au/essential/index.html>

THE STRUCTURE OF THE ESSENTIAL LEARNING STANDARDS

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

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.

Students produce a paper portfolio, which is sent home at mid and end of year and a digital portfolio, which is sent home at the end of the year. 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 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. Students will be able to show you content from their digital portfolios which is always very exciting!

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 2009 are:

| | |
|--------|--------------------------------------|
| Term 1 | Democracy, Government and Federation |
| Term 2 | Geography |
| Term 3 | Economics |
| Term 4 | Science |

The topics are planned in detail each term and will be promoted in the Level 4 newsletter.

SPECIALIST PROGRAM

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.

ITALIAN

Italian classes are a part of the KEPS curriculum, and students participate in one 50 minute session per week. Students are immersed in a rich learning experience where Italian culture and language are delivered through a comprehensive teaching and learning program. When possible, Italian classes support the Integrated curriculum. Students are immersed in the Italian language through oral, aural, reading and writing activities.

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.

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:

Summer Sports

Cricket
Softball
Rounders
Kanga Cricket
Bat Tennis
Aerobics/Dance

Winter Sports

Netball
Mixed Netball
Soccer
T Ball
Football
Aerobics/Dance

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

Shot Put

Long / Triple Jump

Sprints

High Jump

Discuss

Hurdles and Relays

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.

Other programs that 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.

GENERAL INFORMATION

| | |
|----------------|---------------------------------------|
| 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 9.00am 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. The arrival of children after this time can be very distracting for those who have already commenced 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.

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 and cannot release a child unless they receive this form.

It is required that parents send a note to school on a child's return explaining his or her absence.

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. Please refer to the school website for the full uniform and other policies: <http://www.keps.vic.edu.au/school.html>

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 Junior School Hall near Room 1.

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. In exceptional circumstances, all communications and notices will be distributed on Tuesdays. Level 4 also produces a newsletter to parents early each term, informing parents about events and topics we are focussing on.

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.

2009 Special Events in Level 4 which incur 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. We cannot fully confirm the terms events until they are sent home each term on the Term Payment Planner as we do not fully plan the units until the end of the previous term (e.g. end of term 1 for the Term 2 unit).

| <u>Term 1</u> | <u>Estimated Cost</u> |
|----------------------------------|-----------------------|
| Reach Rookys program | \$10 |
| Interschool Sport | \$40 |
| Excursion to Parliament | \$16 |
| Speaking Incursion | \$5 |
| Religious Education | \$6 |
| <i>Year 6 Only</i> | |
| Year 6 Jumper | \$37 |
| Pizza 'n' coke night | \$15 |
| <u>Term 2</u> | |
| Camp Coonawarra | \$300 |
| Religious Education | \$6 |
| Life Education (to be confirmed) | \$8 |
| Interschool Sport | \$40 |
| <u>Term 3</u> | |
| Excursion | \$20 |
| Family Life (to be confirmed) | \$15 |
| Athletics | \$10 |
| <u>Term 4</u> | |
| Excursion | \$20 |
| <i>Year 6 Only:</i> | |
| The Amazing Race | \$30 |
| Graduation ceremony | \$45 |