Kew East Primary School

Parent Information Booklet
2012
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 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.

**LEVEL 3**

The teaching staff for Level 3 are:

- **Class 3EM**  Eric McCann  Room 7
- **Class 3BC**  Belinda Crebbin  Room 10
- **Class 3NK**  Niki Kariotis (Team Leader)  Room 11
- **Class 3BH**  Brie Howard  Room 12
- **Class 3EL**  Elsbeth Landby  Room 18/19

**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.
<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, Personal and</td>
<td>Health and Physical</td>
<td>Movement and physical activity</td>
</tr>
<tr>
<td>Social Learning</td>
<td>Education</td>
<td>Health knowledge and promotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Development</td>
<td>Building social relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working in teams</td>
<td></td>
</tr>
<tr>
<td>Personal Learning</td>
<td>The individual learner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing personal learning</td>
<td></td>
</tr>
<tr>
<td>Civics and Citizenship</td>
<td>Civics knowledge and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community engagement</td>
<td></td>
</tr>
<tr>
<td>Discipline-based Learning</td>
<td>The Arts</td>
<td>Creating and making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exploring and responding</td>
</tr>
<tr>
<td>English</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking and listening</td>
<td></td>
</tr>
<tr>
<td>Languages (Italian)</td>
<td>Communicating in a language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other than English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intercultural knowledge and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>language awareness</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measurement, chance and data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working mathematically</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science knowledge and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science at work</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Learning</td>
<td>Communication</td>
<td>Listening, viewing and responding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenting</td>
</tr>
<tr>
<td>Design, Creativity and Technology</td>
<td>Investigating and designing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Producing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysing and evaluating</td>
<td></td>
</tr>
<tr>
<td>Information and Communications</td>
<td>ICT for visualising thinking</td>
<td></td>
</tr>
<tr>
<td>Technology (ICT)</td>
<td>ICT for creating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ICT for communicating</td>
<td></td>
</tr>
<tr>
<td>Thinking</td>
<td>Reasoning, processing and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>inquiry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection, evaluation and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>metacognition</td>
<td></td>
</tr>
</tbody>
</table>
**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 3 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.
ENGLISH
In Level 3, English has three dimensions:

- Reading
- Writing
- Speaking and Listening.

Reading
At Level 3, students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts. They make inferences from imaginative text about plot and setting and about characters' qualities, motives and actions. They infer meaning from material presented in informative texts. They identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes. They use several strategies to locate, select and record key information from texts.

Writing
At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information.
They write a variety of simple and compound sentences and use verb tenses correctly. They use punctuation to support meaning, including exclamation marks and quotation marks, and accurately use full stops, commas and question marks. They use vocabulary appropriate to context and spell most one- and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.

Speaking and Listening
At Level 3, students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information.
They listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.
K.E.P.S. has a well resourced library containing collections of fiction, non-fiction, picture fiction and reference books. The library is staffed by a library technician before and after school on Tuesday and Friday.

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.
MATHEMATICS
At Level 3, Mathematics has five dimensions:

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

Number

At Level 3, students use place value (as the idea that 'ten of these is one of those') to determine the size and order of whole numbers to tens of thousands, and decimals to hundredths. They round numbers up and down to the nearest unit, ten, hundred, or thousand. They develop fraction notation and compare simple common fractions such as $\frac{3}{4} > \frac{2}{3}$ using physical models. They skip count forwards and backwards, from various starting points using multiples of 2, 3, 4, 5, 10 and 100.

They estimate the results of computations and recognise whether these are likely to be over-estimates or under-estimates. They compute with numbers up to 30 using all four operations. They provide automatic recall of multiplication facts up to $10 \times 10$.

They devise and use written methods for:

- whole number problems of addition and subtraction involving numbers up to 999
- multiplication by single digits (using recall of multiplication tables) and multiples and powers of ten (for example, $5 \times 100$, $5 \times 70$)
- division by a single-digit divisor (based on inverse relations in multiplication tables).

They devise and use algorithms for the addition and subtraction of numbers to two decimal places, including situations involving money. They add and subtract simple common fractions with the assistance of physical models.

Space

At Level 3, students recognise and describe the directions of lines as vertical, horizontal or diagonal. They recognise angles are the result of rotation of lines with a common end-point. They recognise and describe polygons. They recognise and name common three-
dimensional shapes such as spheres, prisms and pyramids. They identify edges, vertices and faces. They use two–dimensional nets, cross–sections and simple projections to represent simple three–dimensional shapes. They follow instructions to produce simple tessellations (for example, with triangles, rectangles, hexagons) and puzzles such as tangrams. They locate and identify places on maps and diagrams. They give travel directions and describe positions using simple compass directions (for example, N for North) and grid references on a street directory.

**Measurement, chance and data**

At Level 3, students estimate and measure length, area, volume, capacity, mass and time using appropriate instruments. They recognise and use different units of measurement including informal (for example, paces), formal (for example, centimetres) and standard metric measures (for example, metre) in appropriate contexts. They read linear scales (for example, tape measures) and circular scales (for example, bathroom scales) in measurement contexts. They read digital time displays and analogue clock times at five–minute intervals. They interpret timetables and calendars in relation to familiar events. They compare the likelihood of everyday events (for example, the chances of rain and snow). They describe the fairness of events in qualitative terms. They plan and conduct chance experiments (for example, using colours on a spinner) and display the results of these experiments. They recognise different types of data: non–numerical (categories), separate numbers (discrete), or points on an unbroken number line (continuous). They use a column or bar graph to display the results of an experiment (for example, the frequencies of possible categories).

**Structure**

At Level 3, students recognise that the sharing of a collection into equal–sized parts (division) frequently leaves a remainder. They investigate sequences of decimal numbers generated using multiplication or division by 10. They understand the meaning of the ‘=’ in mathematical statements and technology displays (for example, to indicate either the result of a computation or equivalence). They use number properties in combination to facilitate computations (for example, 7 + 10 + 13 = 10 + 7 + 13 = 10 + 20). They multiply using the distributive property of multiplication over addition (for example, 13 × 5 = (10 + 3) × 5 = 10 × 5 + 3 × 5). They list all possible outcomes of a simple chance
event. They use lists, venn diagrams and grids to show the possible combinations of two attributes. They recognise samples as subsets of the population under consideration (for example, pets owned by class members as a subset of pets owned by all children). They construct number sentences with missing numbers and solve them.

**Working mathematically**

At Level 3, students apply number skills to everyday contexts such as shopping, with appropriate rounding to the nearest five cents. They recognise the mathematical structure of problems and use appropriate strategies (for example, recognition of sameness, difference and repetition) to find solutions.

Students test the truth of mathematical statements and generalisations. For example, in:

- **number** (which shapes can be easily used to show fractions)
- **computations** (whether products will be odd or even, the patterns of remainders from division)
- **number patterns** (the patterns of ones digits of multiples, terminating or repeating decimals resulting from division)
- **shape properties** (which shapes have symmetry, which solids can be stacked)
- **transformations** (the effects of slides, reflections and turns on a shape)
- **measurement** (the relationship between size and capacity of a container).

Students use calculators to explore number patterns and check the accuracy of estimations. They use a variety of computer software to create diagrams, shapes, tessellations and to organise and present data.

**INTEGRATED CURRICULUM**

Each term parents will receive information detailing the concept which will be studied, giving an insight into the focus which the unit will take.
THINKING

As students work towards the achievement of Level 3 standards in this domain, they explore aspects of their natural, constructed and social world, wondering and developing questions about it. They use a range of sources of information including observations and findings from their own investigations to answer these questions. Students develop strategies for organising and summarising information and reflecting on their thinking. They begin to categorise knowledge and ideas, identify patterns, and form generalisations. They learn to make connections between both new and established ideas and their own knowledge.

With thinking tools to assist them, students begin to ask more focused and clarifying questions. They develop skills in collecting and organising ideas from a range of sources to construct knowledge. They learn to question the validity of sources, communicate and record their questions, responses and thoughts, and give reasons for conclusions.

Students participate in a variety of investigations and activities involving problem solving that encourage them to experiment with a range of creative solutions. They begin to reflect on the approaches they use to assist them to form their solutions. They explore ideas creatively; for example, by engaging with new ideas and other perspectives.

Students give reasons for changes that may occur in their thinking. They begin to recognise that others may have different opinions and understand that reasoning can be influenced by strong feelings. They begin to question arguments presented to them; for example, those based on the assertion that ‘everybody knows’ or ‘I just know’.

Students develop language to describe specific thinking processes and, with support, use thinking tools to assist them to complete a given task. They continue to reflect regularly on their thinking, learning to describe their thinking processes verbally.
ASSESSMENT AND REPORTING

Ongoing assessment is carried out during the year using interviews, 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 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, 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.
THE ARTS

Visual Arts

In Level 3 the students attend a 50 minute Art session each week. All students require an art smock to wear during Art sessions to protect their school uniforms.

Art activities are closely integrated with topics being studied in class. At least one activity per semester will be directly related to the classroom topic. The main aim of the program is for the students to explore and experience a wide range of art forms including painting, drawing, printmaking, clay modelling, collage, mixed media, textiles and construction. Students use a range of arts elements to communicate ideas, observations and feelings.

At Level 3 students explore and respond to their own and others’ art works. Students develop skills, techniques and processes for expressing emotions and ideas, and signifying purpose. Using appropriate arts language students begin to identify and describe ways they and others use specific elements, principles and/or conventions, skills, techniques and processes and discuss how ideas, feelings and purpose are conveyed. Students reflect on their own and other people’s art works and ideas, identifying key features of art works from their own and other cultures, and discuss the function of the Arts in their community.

Performing Arts

In Level 3 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 Level 3 Choir, 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 3 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.
**LANGUAGES (ITALIAN)**

Italian incorporates the strands of speaking, listening, reading and writing. The Italian program is linked where possible, with classroom themes, through whole class and small group activities.

Aural tasks involve students listening to short dialogues or descriptions, selecting information and demonstrating comprehension by performing various activities, for example, by completing charts, surveys, locating information, matching phrases / pictures / sentences.

Students are encouraged to speak Italian by answering questions or seeking information. They read illustrated texts, identifying specific information to complete an assigned task. Students write short, descriptive sentences using appropriate word order and adjectives.

Spoken and written texts include information with high frequency and familiar vocabulary. Students decode new words by making predictions (based on context) using bilingual dictionaries and CD based electronic word banks.

Students learn about daily life in Italy, as well as current events, for example the FIFA World Cup, and are able to collect some of the information themselves from given sites on the Internet.

At this level, children should be able to:

- Demonstrate comprehension of simple factual information by completing a task.
- Make statements and ask simple questions to exchange greetings and personal information.
- Read specific items of information and use the information to reflect student understanding.
- Write and spell correctly short sentences.
PHYSICAL EDUCATION

In Level 3 students have two 50 minute Physical Education sessions per week, one with a classroom teacher (PE Platoon) and one with the Physical Education teacher. The skills students learn in Physical Education lessons are reinforced in their PE Platoon lessons.

Level 3 students will be involved in learning Fundamental Motor Skills (FMS) in Terms 1 and 2 through sports such as Cricket, Bat Tennis, Netball, Football etc. These skills are outlined below. The students will learn about the skills within the sports as well as different rules and aspects of the sports covered.

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

During Term three students will be involved in Athletics activities that prepare them for events such as the Athletics Day. They will complete the following activities.

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

During the later part of Term three and four, students will continue their FMS development and will be given the opportunity to participate in a variety of sports and possibly gymnastics and dancing activities. These sports may include:

- Softball/Teeball
- Soccer
- Volleyball/Newcombe
- Hockey
- European Handball
- Touch footy etc

At times students will complete self assessment and peer assessment activities. They may also be involved in the creation of modified games within these sports.
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 during Terms 1 and 4 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.

GENERAL INFORMATION

Term dates 2012

Term 1  Friday 3 February – Friday 30 March
Term 2  Wednesday 16 April – Friday 29 June
Term 3  Monday 16 July – Friday 21 September
Term 4  Monday 8 October – Friday 21 December

Curriculum Days 2012

Term 1  Wednesday 1 February
         Thursday 2 February
Term 2  Friday 20 April
         Friday 1 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 Before School 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. Children who arrive late to school are required to report to the School Office before proceeding to class where they will receive a late pass which is then handed onto the teacher. 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 K.E.P.S. 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 from September to April. 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 P.E. days.

The School uniform is able to be purchased from Bob Stewarts, situated in High Street, Kew and also at the Second Hand Uniform Shop located behind the School Office.

**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 13. 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 via email to all those families with email access. Hard copies are available at the office. In addition, 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 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.

**Excursions and Camps**

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. A notice asking for payment for excursions and incursions is sent home at the beginning of each term. The cost of an excursion is approximately $20.

Level 3 students attend a 3 day camp in Term 3 or 4 every year. The 2012 camp will be at Phillip Island Adventure Resort from Monday 23 July – Wednesday 25 July. This camp is run by Camp Staff and students rotate around various outdoor activities under the close supervision of K.E.P.S. Staff and Camp Staff. The approximate cost of the camp is $270.