



## **LEVEL 2**

### **MISSION STATEMENT**

**2009**

Students arrive in Level 2 well-prepared for more formal learning by their excellent Prep year, but still very much early learners. Our task is to build on this foundation, leading the students on to extend themselves and become independent, engaged learners.

We ensure that our students work and play in a supportive, co-operative, challenging environment, where they feel secure and are encouraged to take risks and to work to their optimum capacity.

We develop powerful relationships with students and among students by taking a student focussed approach where the needs, interests and ideas of every individual are valued and the group skills of co-operation and teamwork are actively encouraged.

The use of programs such as “TRIBES” with whole class “community circles”, group activities and teacher modelling, help to build students’ skills and understandings in this area. ‘Restorative Practices’ strategies are used in resolving behaviour issues.

We instil the goal at Kilsyth Primary School of ‘Be the Best You Can Be’ and value learning, positive attitudes, respect, connectedness and communication through shared exploration and discussion. Explicit teaching and the power of modelling shape the students’ appreciation of these values.

We provide a comprehensive, stimulating program covering all subject areas as laid out in the Victorian Essential Learning Standards documents, using effective teaching and learning strategies and new technology. We value and promote independent thinking by incorporating a wide range of thinking strategies into everyday activities. We actively seek a high level of student engagement through the careful selection of appealing tasks and activities, catering for all levels of ability and learning styles.

We participate in regular team planning, which ensures consistency of content and approach, facilitates the use of teachers’ individual talents for the benefit of the students and enhances our professional learning.

### **Level 2 Professional Learning Team**

Blair Holman, Emma Wilcox, Heather Grunwald, Janine Batten and Sue Ebert

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## **LEVEL 2 EXPECTATIONS FOR STUDENT ACHIEVEMENT**

To achieve Level Two standards the children are expected to demonstrate the following:

### **ENGLISH**

#### **Speaking and Listening**

- Listens carefully to instructions and uses initiative to carry them out
- Participates in a range of talking/listening activities.
- Speaks clearly and confidently, using suitable volume and expression.

#### **Writing**

- Writes own ideas in a variety of forms, e.g. diary, book responses, stories
- Writes well-constructed, connected sentences
- Uses appropriate punctuation (full stops, capital letters, speech marks etc)
- Writes many common words correctly
- Uses knowledge of letter patterns and other words to attempt unknown words
- Uses resources such as class word lists and dictionaries
- Enjoys writing and sharing written work with others
- Holds pencil correctly
- Forms letters well, using correct starting points and good sizing

#### **Reading**

- Enjoys reading : changes books regularly and reads quietly in class
- Confidently and independently reads a range of simple texts including electronic media
- Discusses meaning and features of various books read
- Uses a range of reading strategies to solve unknown words:
  - Thinking about the meaning so far
  - Using visual details – starting letters and letter clusters, eg .-ing, -ill, -ay, -str, -ick, etc.
  - Linking problem words with words they know that are similar
  - Re-reading to check, or to remind self about the sentence so far
  - Asking self “Does that sound right / look right / make sense?”
  - Making a second/third attempt and reading on for clues
- Responds to reading, demonstrating comprehension creatively (illustrations, writing)

### **MATHEMATICS**

#### **Number**

- Counts within an extended range, beyond 100 and up to 999
- Counts by ones and in groups of 2, 5, 10
- Recognises and writes numerals to 100 and beyond
- Writes words to ten, recognises words to twenty

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- Understands base ten number system (place value) to 100 and beyond
- Makes models of numbers, using various materials e.g. icypole sticks
- Understands and uses the processes of addition, subtraction, grouping and sharing
- Solves practical problems using these processes
- Uses calculators to represent numbers, explore counting and check estimations
- Understands and can manipulate simple fractions
- Shows growing understanding of money – recognises and uses notes, coins
- Uses and discusses mathematics in everyday situations

### **Measurement and Data**

- Measures length, perimeter, area, volume, capacity, mass and time using informal and formal units
- Sequences time and events – daily life, days and months, etc. reads a calendar.
- Can use analogue and digital clocks to tell the time (hour, half hour, quarter hour)
- Can collect data and construct and read picture and bar graphs
- Recognises elements of chance – (certain, possible, impossible) familiar events

### **Space**

- Recognises and describes basic 2D and 3D shapes
- Makes and recognizes patterns and symmetry
- Follows and gives directions involving position and movement
- Finds paths on simple maps and mazes

### **INTEGRATED STUDIES**

- Shows interest in the world around us
- Listens and observes well
- Asks questions and participates in discussions
- Works co-operatively in groups to investigate and carry out activities
- Records observations, activities, understandings in various ways

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## **PERSONAL QUALITIES**

- Co-operates with others
- Mutual respect
- Shares with others
- Displays good manners
- Looks after self and belongings
- Understands and follows class and school rules
- Accepts constructive criticism
- Attentive listening

## **WORK HABITS**

- Listens and concentrates
- Works independently when required
- Completes tasks to the best of their ability
- Works without distracting others
- Is willing to take risks
- Shows initiative
- Packs up materials and equipment: knows where things are kept.

## **SPECIALIST SUBJECTS**

### **Performing Arts**

As students work towards the achievement of Level 2 standards in Performing Arts, they learn about music, drama and dance. They play instruments, learn songs and explore aspects such as beat and pitch. In drama they experiment with ways to communicate to express ideas and feelings. Dance involves the use of their whole bodies and parts of their bodies to improvise movements matching sounds, characters and explore movement such as particular animals.

### **Physical Education**

In PE students demonstrate basic movement and develop some complex skills. They work towards building a correct action when running, jumping, leaping, dodging, throwing, catching and kicking. Students are encouraged to demonstrate control when participating in movement and activities and experiment with creating and performing simple movement sequences. They explain their role in contributing to the rules and procedures that make for safe games and good sportsmanship.

In the Perceptual Motor Program (PMP) the students will work through a rotation of basic exercises. They follow instructions, use simple vocabulary to describe

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movement, further develop their co-ordination and have a greater understanding of spatial awareness.

### **Visual Arts**

Imagination and creativity are pivotal to the Art program. There will be inspired and passionate exploration of ideas. Activities will be both 2D and 3D in nature and will include:

- Painting
- Printing
- Collage and paper skills
- Printing
- Modelling
- Drawing
- Threads and Textiles
- Construction

Some, but not all, activities will relate to the unit of work 'Light and Sound' such as bubble prints, fireworks paintings, activities with prisms, and rainbows and paper and cellophane mosaics. Students will be encouraged to talk about their own artworks and events in the community.

### **School Chaplain**

Our school chaplain, Gill Van Der Ende, is available to support students and their families and complement the existing student welfare support programs. This is a fantastic service available to everyone in our school community. Gill will be available on Tuesday, Wednesday and Friday. She can be contacted through the teaching staff or the office.

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