

LEVEL 3 MISSION STATEMENT, 2009

Following their years in Level Two, students arrive in Level 3 well prepared for more formal learning. Our task is to extend their thinking skills and further develop their independence.

We ensure that the students learn, work and play in a cooperative, supportive, challenging environment, where they feel secure, are encouraged to take risks and strive for excellence.

We develop positive relationships with students and their parents so that a collaborative approach to learning takes place. We believe learning is best supported by a strong school and home relationship, with open lines of communication. Meeting the needs of the students is paramount and different learning styles are recognised and valued.

Relationships are integral to optimal student learning. As such, 'Tribes' philosophies are used to help build students' skills and understandings of the school values, and 'Restorative Practices' strategies are used to guide students through issues, conflicts and social interactions.

We instil the KPS values of:

- 'Excellence in Learning' – BE THE BEST YOU CAN BE,
- Caring – respect, trust, acceptance
- Responsibility – honesty, reliability, initiative
- Positive Attitude – persistence, confidence, enjoyment

Explicit teaching and the power of modelling shapes the students' appreciation of these values, and encourages them to integrate these beliefs into all aspects of their daily life.

We provide a comprehensive, stimulating program covering all subject areas as laid out in the VELs documents, using effective teaching and learning strategies and new technology. Learning opportunities are student focussed and driven by their needs. Inviting all Level 3's to participate on Camp will build and nurture the relationships between their peers and teacher.

The Level 3 Professional Learning Team undertakes regular and continual team planning and reflection. This 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 3 Professional Learning Team.

Janine Batten, Karen Black, Steven Harvey, Chris Hulme and Tracey Sievers.

It's not O.K. to be away!

LEVEL 3 GRADE EXPECTATIONS: - Year 4/3, 2009

The children are expected to demonstrate the following skills, behaviours and understandings by the end of Year 4. Children in Year 3 are just starting to develop these and have two years to complete the program.

Personal Development – Children at this level are expected to consistently demonstrate the following:

Work Habits

- Concentrating on tasks
- Approaching work with confidence
- Striving for high standards in presentation of work.

Responsibility

- Is reliable
- Cares for own belongings
- Respects property of others
- Consistently completes and returns homework.

Social Behaviour

- Is courteous and well mannered
- Mixes well with others
- Shows self-control
- Co-operates in group situations
- Shows tolerance, respect and consideration for others.

Independence

- Understands and follows directions
- Works well alone when necessary
- Displays initiative.

ENGLISH

Speaking and Listening

- Communicates thoughts clearly and logically, e.g. morning chat, reading to the class, relating ideas to the class
- Listens attentively and responds appropriately to others, e.g. when playing games with a partner or working in groups
- Participates actively in discussions, e.g. giving instructions, personal anecdotes, retelling events
- Uses language appropriate to the situation
- Follows and gives directions and instructions.

Reading

- Enjoys reading a range of different texts, e.g. take home books, selecting from the Library and classroom texts
- Able to locate and read for information, e.g. project work, factual texts
- Interprets meaning and follows instructions, e.g. comprehension task and re-telling of stories
- Uses various strategies to determine meaning of unknown words – utilises class lists, dictionaries

It's not O.K. to be away!

- Reads aloud with fluency and expression
- Reads silently for extended periods – at least 15 minutes of silent reading daily
- Responds to reading orally, creatively and in writing, e.g. literature group activities
- Maintains a reading log.

Writing

- Shows enthusiasm for writing,
- Able to write in different styles for different purposes, e.g. informative, fiction, diary, poetry recount,
- Uses a variety of sentence structures and punctuation including capital letters, apostrophes, full stops, commas, question and quotation marks,
- Sequences ideas logically and smoothly in story writing,
- Makes reasonable attempts to spell unknown words - utilises a 'Have a go' card / booklet,
- Able to spell a common core of frequently used words - a group of words to be learnt each week,
- Able to proof-read, edit and publish own work,
- Able to use a dictionary, e.g. dictionary games, alphabetical listings,
- Has developed a legible, fluent cursive handwriting style, e.g. daily writing practice to develop fluent joined writing.

MATHEMATICS

The Mathematics program at Level 3 is planned and presented to meet each student's individual needs. Flexible group activities will be included.

Number

- Can count, order, estimate and describe whole numbers to 5 digits - using number charts, counters and calculators,
- Understands simple common fractions and decimal fractions to tenths – using money and measurement tasks,
- Understands and uses place value ideas – the value of 4 in 43 is 4 tens,
- Can calculate mentally using a range of known number facts and tables – add and subtract mentally to 20, learn tables 2x to 12x,
- Understands the processes of addition, subtraction, multiplication and division.

Measurement

- Chooses and uses suitable units to measure length , perimeter, mass, capacity, volume, area, angle and temperature,
- Makes sensible numerical and comparative estimates, e.g. in 3 metres there are 300 centimetres,
- Estimates and measures duration of time,
- Understands and reads digital and analogue clocks to 5 minutes.

Space

- Can make, name and draw familiar shapes, objects and geometric solids – 2D and 3D shapes,
- Describes and compares the shape, features and function of things,
- Can read simple maps and describe locations and paths, e.g. street directories, atlas maps and grids,
- Can recognise copy and create various patterns using shapes, e.g. tessellating patterns, identifying lines of symmetry.

Chance and Data

- Can identify elements of chance in everyday events and predict outcomes,
- Collects, records and represents information in tables and graphs, e.g. class graphs, picture graphs, line graphs, bar graphs,
- Can interpret tables and graphs, e.g. can interpret the data presented.

It's not O.K. to be away!

Reasoning and Strategies

- Uses a calculator to investigate patterns and perform operations, exploring the calculator's functions,
- Uses appropriate instruments to measure, e.g. measuring tape, ruler, trundle wheel,
- Uses appropriate mathematical language, e.g. describing processes,
- Is developing awareness of the role and importance of Mathematics in society,
- Understands and applies problem solving procedures.

Integrated Studies Topics 2009

These are based on Science, Studies of Society and Environment, Health or Technology and also incorporate aspects of English, Maths and the Arts.

Term 1:

How we fit in

- Groups I belong to
- Working in groups
- Building and maintaining friendships
- Setting and working on achievable goals
- Camp Activities.

Term 2:

What makes it tick

Science

- Simple machines
- Forces – push, pull

Term 3:

As time goes by

Humanities

- Key events in Australia's history
- Significant national celebrations and commemorations
- Changes to our local area over time

Term 4:

Our changing Earth

Science

- Relationship between day and night
- Earth's rotation
- Weathering and erosion

Skills the students cover include:

- Asking questions and using a variety of sources to find information about a topic, e.g.: project work, reading tasks,
- Displaying appropriate knowledge and understanding of topics covered,
- Recording, organising and presenting information, e.g. in workbooks, on charts, on cards,
- Participating co-operatively in class and group activities – partner or group research,
- Making relevant observations and communicating results in simple tables, bar graphs, diagrams or written descriptions.

Extension Activities

Each year Level 3 students may have the opportunity to be involved in a variety of extra curricular activities. For example: Hoop-time, Chess Club and Red Earth Cluster Extension Programs. These activities are voluntary, subject to limited places and, in some cases, involve volunteers. Details will follow when appropriate.

It's not O.K. to be away!

Homework

- Homework will be sent home each Wednesday and it is to be handed in the following Monday (unless there is a Public Holiday, then it is due on the Tuesday),
- Homework will consist of multiple tasks including English, Maths and Integrated Studies,
- Spelling words to be learned will be sent home,
- Take-home readers or library books will be expected to be read daily for at least 10 minutes,
- Projects related to Integrated Studies topics may take the place of weekly homework at times.

Parents Can Help By

- Providing support and assistance (but don't do it for them),
- Taking an interest in what has to be done,
- Encouraging the use of local library facilities,
- Providing a quiet environment and daily timeslot for homework.

Parent Liaisons

We are seeking the help of a Parent Liaison Team. Thank you to those parents who have already offered to help. These lovely parents help with the running of some programs. If you would like to volunteer please see your child's teacher.

Parent Helpers

Parent helpers are welcomed to support classroom programs such as Reading, Maths and Sport.

Library and Information Technology

We attend Library on a weekly basis. The classroom teacher conducts Library and Information and Communication Technology (ICT) programs. Students are able to borrow two books each week. They need a library bag to keep borrowed books in. Please remind your child to return books promptly. Skills that are covered in library sessions include:

- Locating and selecting appropriate fiction and non-fiction books and utilising the computer system
- Using the catalogue to locate information about author, title and subject
- Borrowing regularly and reading both at school and home
- Understanding borrowing and returning procedure.

Students in Level 3 regularly use the computers both in the lab and in the classroom. They are used within the classroom English, Mathematics and Integrated Studies programs. A variety of software is used. The Internet and Email facilities are available for the students to access, if they have signed their Internet Access Agreement. As a part of the Digital Excellence Awards program (DEA), children will earn badges that demonstrate expertise in ICT. The children develop and practise their skills in areas such as Word Processing, Email, Digital Camera and Multimedia.

We are in the process of having interactive whiteboards installed in our classrooms. These will become an integral part of children's education.

Munch and Crunch

To promote and encourage healthy living and healthy eating we are having 'Munch and Crunch' sessions daily, at approximately 10.00am. Students are encouraged to bring fresh fruit and vegetables into the classroom at these times. Benefits include: Improved concentration, increased energy, children eating more fruit and children eating a variety of healthy snacks. We would appreciate it if the fruit or vegetables that you send are "school Friendly" i.e. easy to eat while the child is working eg. Apples, bananas, cut up fruit in containers, carrot and celery sticks and snow peas.

It's not O.K. to be away!

Camp

Level 3 Camp will be at Gundiwindi Lodge. The camp is ideally placed in Wandin, Lewis Rd, and runs for 3 days from Wednesday 18th March to Friday 20th March. Mrs Black is our Camp Co-ordinator.

It is an outdoor education based camp where the children are involved in activities such as: The Flying Fox, Ropes Course, Archery, Initiative Course and environmental activities.

A lot of time and energy is put towards making camp a valuable, memorable and enjoyable time for all the children. It is a wonderful experience and an important component of Level 3 children's education and development. We encourage all children to attend. Please speak to Allan Thatcher or your child's teacher if you have any queries.

SPECIALIST PROGRAMS, 2009

Health and Physical Education

Physical Education Specialist:

Duration: 1 session of 45min per week.

This year in P.E. the students will demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. This will include correct propelling, dribbling and receiving technique to basic, sport specific situations. They will begin to use basic games' tactics and are encouraged to work with others to achieve goals in both cooperative and competitive sporting and games' situations. Respect for game rules and good sportsmanship is highly valued and this will be reinforced throughout the sessions.

Performing Arts

Performing Arts Specialist: Ms. Jenny Lindholm.

Duration: 1 session of 45 min per week.

Performing Arts sessions will include dance, drama and music.

DANCE

- Students will learn and perform dances of various styles.
- They can create their own dances to chosen music.
- They can perform movements to express emotions.

DRAMA

- Students can have many experiences to role-play, often to convey a story.
- They can devise costumes to create characters.
- They can locate and make suitable props to enhance performances.

MUSIC

- Students will sing many songs of various styles.
- They can use body percussion to accompany music, learned songs or a combination of both.
- They can play percussion instruments as an accompaniment to various styles of music.
- There will be the opportunity to use tuned instruments such as the xylophone and glockenspiel.
- Students will be introduced to simple musical terms and notation.
- They can create their own music using voice and instruments.

It's not O.K. to be away!

Visual Arts

Visual Arts Specialist: Mrs. Robin Gredler.

Duration: 1 session of 1hr per week.

Students use a wide range of media, materials and equipment to explore and express their ideas. They further develop skills, techniques and processes and extend their ability to discuss and appreciate art works produced by others – at school and in the wider art world.

The program links where possible with Integrated Units studied in the classroom and covers:

- Drawing
- Painting
- Printing
- Modelling (e.g. clay, paper mache)
- Collage
- Construction
- Thread and Textiles

Students need sturdy art smocks to properly protect their clothing.

Religious Education

Instructor: Mrs Andrea Miles

Duration: 1 session of 30 minutes per week.

The syllabus is approved by the Education Department and as such, students at Kilsyth Primary School are expected to attend. The course compliments our Values curriculum, actively promoting the values of truth, justice, 'respect for all' and care of the environment. It places specific emphasis on students valuing themselves and others, the role of family and the community, the celebration of diversity in society, and human stewardship of the earth.

School Chaplain

This year 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.

It's not O.K. to be away!