



# LEVEL 4 INFORMATION BOOKLET 2009

Level 4 Professional Learning Team:

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## Minister for Education

The Hon Bronwyn Pike MP

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### Dear Parent/Guardian

Welcome back to the start of what promises to be another exciting school year. In Victoria, we are fortunate to have a world-class education system with a strong and vibrant government school system at its core. One of the greatest gifts we can all give our children is the solid foundation of a high-quality education. We are always working hard to improve so that every child can thrive, learn and grow.

Government schools are an important part of their local community. The people who make our schools great places for your child – principals, teachers, staff and school councillors – are dedicated to providing the best education possible for our children.

One of the most effective ways we can do this is by being actively engaged in the education of our children. We can all help our children develop the knowledge, skills and learning strategies they need to engage in lifelong learning. Reading with your child, talking with them about the world around us, and encouraging creative play are all crucial elements of your child's development.

I also encourage you to become actively involved in your child's school community. It helps children achieve the best possible learning outcomes. You can participate in school life, both formally and informally, through volunteering and staying up to date with your children's learning progress through regular contact with their teachers.

More information on Victorian government schools can be found at [www.education.vic.gov.au](http://www.education.vic.gov.au) or Education Line **ph 1800 809 834** can provide further advice and assistance.

I wish you and your children all the very best for the year ahead.

**Hon Bronwyn Pike MP**  
**Minister for Education**

## LEVEL 4 MISSION STATEMENT

Students in Level 4 are beginning the transition phase from primary to secondary school. As the senior students at primary school, they are looked upon by the school community as the leaders amongst the students. The younger students look up to them as role models for behaviour, for positive approaches to learning and their attitudes to school.

The curriculum is shaped by the Victorian Essential Learning Standards (VELS). We provide a comprehensive, stimulating educational program covering all subject areas, using effective teaching strategies to develop each student's needs and learning styles. Incorporating and developing e-learning technologies allow students to develop the skills required to become 21<sup>st</sup> century learners.

Organisational skills, routines and time management are important skills for Level 4 students to develop and build on, as the expectation of them as independent learners grows. We reinforce these skills with all Level 4 students in their daily programs.

Managing and dealing with relationships within the school community is an important skill for our students to develop. We encourage the students to learn, work and play in a co-operative and supportive environment, where they feel secure, are encouraged to take risks and strive to "be the best they can be". Having the ability to accept and deal with personal challenges equip them well for many aspects of life ahead. 'Restorative Practice' strategies are used when helping students work through issues, conflicts and social interactions. Whole class 'circle' discussions and group activities, including the 'Tribes' agreements and activities, all help to build students' skills in successful social interaction.

At Kilsyth PS, we value:

- Excellence in Learning – be the best you can be
- Caring – respect, trust, acceptance
- Responsibility – honesty, reliability, initiative
- Positive Attitudes – persistence, confidence, enjoyment.

These values underpin all aspects of our daily school life. Specific teaching of these values and the power of teacher and peer role modelling shapes the students' appreciation of these values.

The Level 4 Professional Learning Team participate in weekly team planning which ensures consistency of content and teaching throughout the level, makes best use of teachers' individual talents for the benefit of the students and enhances our professional learning.

We are here with the sole purpose of making your child's time at school productive, fulfilling and exciting – with the support of our students and their families, this is an achievable goal.

### **Level 4 Professional Learning Team**

Julie Corr, Luke O'Meara, Jasmine Smith

## **Welcome to Level 4 at Kilsyth Primary School.**

We are looking forward to sharing a positive and exciting time with your Level 4 child and their family. We hope this information helps to give you a clear understanding of what to expect while your child is in Level 4. Please feel free to contact us if there is something you are not sure of, either before or after school, via the general office or via email – our email addresses are provided to make that communication process easier for you:

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## **GENERAL INFORMATION:**

### ***VALUES:***

At Kilsyth PS, we value:

- Excellence in Learning – Be the Best You Can Be
- Caring – respect, trust, acceptance
- Responsibility – honesty, reliability, initiative
- Positive Attitude – persistence, confidence, enjoyment.

Education's main purpose is to provide all students with the foundations for achievement and social-emotional-behavioural well-being in school, work and the world of tomorrow.

### ***CLASS AGREEMENTS - TRIBES***

All Level 4 classes have discussed what they would like their classroom to look like, feel like and sound like and from this, classroom agreements have been formed and signed by all class members. Our agreements fall under four main headings:

- Mutual Respect
- Attentive Listening
- The Right to Participate
- Appreciations – No Put Downs

We are continually encouraging positive interactions that will enable a happy and safe school environment. At Kilsyth we expect and encourage a high standard of manners, presentation and social interaction at all times.

Staff at Kilsyth PS have completed training in the 'Tribes' philosophy. It is a whole school initiative which logically follows on from the restorative practice approach but further develops the school's ability to provide a learning community which gives a sense of belonging, values differences and develops in the students, staff and school community the ability to work together.

The clear purpose of the Tribes Process is to assure the healthy development of every child so that each one has the knowledge, skills and resilience to be successful in a rapidly changing world.

Students achieve because they:

- feel included and appreciated by peers and teachers;
- are respected for their different abilities, cultures, gender, interests and dreams;
- are actively involved in their own learning;
- have positive expectations from others that they will succeed.

The following is an excerpt from the Tribes website - <http://www.tribes.com>

*“Thousands of schools throughout the United States, Canada, Australia and other countries have become Tribes Learning Communities, safe and caring environments in which kids can do well! After years of programs focused on reducing student conflict, absenteeism, poor achievement etc., educators and parents now agree, creating a positive school or classroom environment is the most effective way to improve behaviour and learning. The Tribes TLC® process is great way to do it.”*

To complement this program, Kilsyth Primary School includes Circle time in class, which focuses on building relationships with students and staff. This also entails the procedures of ‘Restorative Practice’ which highlights restoring behaviours and relationships and providing strategies that support students in dealing with and managing issues and conflicts, and developing positive social interactions.

### **COMMUNICATION:**

Newsletters are sent home every second Thursday and contain important information on school activities. These go home with the youngest family member at the school. A specific Level 4 newsletter is also sent home at the beginning of each term and contains dates, events and curriculum activities that are specific to our level. Fortnightly school newsletters and Level newsletters are also available on the school website - <http://www.kilsythps.vic.edu.au/> Level 4 have their own blog (or on-line diary) which anyone can add comments to. (Comments are checked before appearing on our blog). We hope you will visit our blog at <http://kpslevel4.edublogs.org>

If at any time you have any concerns about your child at school, please contact your child’s class or specialist teacher promptly and make an appointment to meet. Similarly, if there is something that we are concerned *or elated* about, we will call home and let you know.

### **DIARIES:**

To assist in their preparation for Secondary School all students in Level 4 will be expected to use their student diary to record homework including the titles of the books they read and the page they are up to, dates of sport and other events, reminders and to allow communication between home and school. Please encourage your child to bring it to school daily. We would like each student’s daily reading signed off in their diaries each night.

### **STUDENT LEADERSHIP:**

One of the major focuses at Level 4 is on the development of our students as young leaders of the school. This is achieved through the leadership roles of School Captains, House Captains, Junior School Councillors, Office Assistants and further roles created throughout the year. We hope to expand the range of leadership roles even further in the future!

### **MUNCH ‘N’ CRUNCH**

To help with student concentration and great nutrition, we encourage all students to bring some ‘brain food’ for a 10 o’clock snack – fruit, vegetables, nuts etc – all make a great snack to keep them going until recess. Students who have water in their drink bottles are able to have these on their desks throughout the day.

***UNIFORM:***

We expect the Level 4 students to show pride in their school uniform and therefore in their school. We will be focussing on the presentation of their uniform – it should be in good condition and not written on in obvious places. Uniform should not be mixed – that is, dresses / skirts worn with long pants. Please let us know via a note if your child is out of uniform for any reason. **FOR SAFETY REASONS** – please do not allow your child to wear jewellery other than sleeper or stud earrings and/or a watch.

Please clearly name all clothing, particularly hats, bomber jackets and windcheaters, to enable your child to keep track of their belongings.

**Uniform for boys consists of:**

- Red T-shirt or polo shirt with School logo or plain
- Red Windcheater with School logo or plain
- Red and black Bomber Jacket with School logo
- Plain black tracksuit pants/street pants/shorts (**no markings, logos or stripes**)
- Black or white socks
- Approved school hat – compulsory in Terms 1 & 4 (beanie for winter, wide brimmed for summer)

**Uniform for girls consists of:**

- Red and white check dress
- Red T-shirt or polo shirt with School logo or plain
- Red Windcheater with School logo or plain
- Red and black Bomber Jacket with School logo
- Black lycra or drawstring shorts
- Black tracksuit pants/street pants (**no markings, logos or stripes**)
- Black leggings
- Red or black tights and black or white socks
- Black pleated sports skirt
- Red or black hair ties
- Approved school hat – compulsory in Terms 1 & 4 (beanie for winter, wide brimmed for summer)

***ABSENCES, LATE ARRIVALS AND PAYMENTS:***

All absences need to be explained to the classroom teacher with a note or a personal contact (telephone or in person). **Please ensure your personal and emergency contact telephone numbers are up to date and inform the school immediately if there are any changes.**

If students are late they must report to the Office, sign the Late Book and collect a Late Pass before going to class. If it is necessary for students to leave early they must be signed out at the Office by the adult picking them up and the Early Leave Pass given to the class teacher.

**Please ensure that notices** are put in a safe place (on the fridge/noticeboard) where they can be easily found and returned by the due date. Students will have all relevant dates recorded in their diaries and are encouraged to ensure notices are returned on time.

**Please send any money** to school in an envelope, clearly labelled, with your child's name, grade, amount of money and reason for payment. Stapling permission forms the out side of

the envelope containing payment is very helpful and streamlines processing. All permission forms need to be signed by a parent/guardian and returned to school by the due date or students cannot attend the excursion or event.

***LEVEL 4 CAMP:***

Level 4 students are going to Camp Coolamatong on the Gippsland Lakes from Monday 11<sup>th</sup> May to Friday 15<sup>th</sup> May 2009. Students have been given preliminary information including a permission form to attend which should have been returned with a deposit and indication of your payment plan. More details will be available later.

***AIM TESTING – YEAR 5***

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests will be conducted on Tuesday 12 May, Wednesday 13 May and Thursday 14 May 2009 for Year 5 students. As this falls during our camp, we have applied for permission to hold our NAPLAN tests in the following week. The NAPLAN tests are a snapshot of each student's abilities in Literacy and Numeracy. Results are made available later in the year.

***PARENT LIAISON & PARENTAL ASSISTANCE:***

Please consider whether you are able to help us with classroom events and activities – it makes a huge difference to have extra hands, some expertise and talents in particular areas and someone to cheer the students on in their sporting activities!

***We would love to have parent assistance in:***

- Athletics Training
- Cross Country Training
- Interschool Sport
- Excursions
- Graduation Committee
- KPS Jump Discos

Just a reminder that for security reasons all visitors and parent helpers must report to the Office, sign in and wear a Visitors Badge throughout their visit. Please sign out and return the badge when leaving.

***ASSESSMENT, REPORTING AND THREE WAY CONFERENCES:***

Students in years 5 and 6 are expected to be working towards the standards set for Level 4 and beyond! A combination of assessment techniques will be used to assess the student's progress in each area throughout the year. Written reports are produced half yearly in June and December and are supported by Three Way Conferences in February and June.

These conferences include the parent(s), teacher and student in the discussion and focus on setting achievable goals for each student to work towards in the following semester. The first round of Three Way Conferences will be held during the week beginning 23<sup>rd</sup> February, 2009.

In 2009, we will continue with student portfolios that contain a range of tasks and samples of student work. These provide additional examples of student work, supporting Kilsyth Primary School's assessment and reporting process. Portfolios will be sent home for you to look through with June reports. Please enjoy sharing your child's portfolio with him/her and return it to school in time for the Three Way Conferences.

***TRANSITION:***

Julie Corr is the 'Primary to Secondary School' Transition Co-ordinator. There will be many open days and information nights held at the local secondary schools in the near future. Please try to attend as many as possible to assist you in deciding about your child's Year 7 placement. Parents of students in year 5 are especially encouraged to attend these sessions.

We receive many invitations from the local secondary colleges to visit with our Year 6 students – we will take part in a selection of these events and hope that all Year 6 students will attend as a group, even if it is not your chosen school. They will still benefit from experiencing secondary school activities with their classmates. The school newsletter will contain details of open days/information nights as we receive them. Information will also be displayed in the Level 4 area.

***GRADUATION:***

All Year 6 parents are invited to join a team to plan and oversee all aspects of Year 6 Graduation, which will be held on Thursday 17<sup>th</sup> December, 2009. The main way of raising funds for Graduation is by our K.P.S. Jump Discos, which will be held 27<sup>th</sup> March, 19<sup>th</sup> June and 11<sup>th</sup> September. We need the support of parents to provide supervision and run these very popular disco nights. We also have a sausage sizzle booked at Bunnings Bayswater on Sunday 15<sup>th</sup> March – you will receive a notice about this shortly.

***ASSISTANT PRINCIPAL:***

Currently, Mrs. Quigg is still on leave. A school of Kilsyth's size needs a larger leadership team than just the Principal and so, Julie Corr and Sabrina George will be sharing the roles of Assistant Principal during the period of Mrs. Quigg's leave. This will mean that both teachers are released from the classroom for one day a week, as happened in 2008. Currently our PE teacher, Mr. Newton is taking each class on these days. We are in the process of appointing a permanent staff member to take this role for 2009. All planning done by the team is shared with Mr. Newton to ensure consistency of content and approach, with follow-up discussions held at the end of each day.

***LEVEL ASSEMBLY:***

Our Level 4 assembly is held every Friday in our shared space at 3.10pm. This is a time when we can share important information with the whole level, discuss any issues, share appreciations and celebrate excellence through our teacher awards and Mr. Thatcher's Principal awards. Please join us at Level assembly if you are free on any Friday afternoon.

## **CURRICULUM**

Students are expected to demonstrate the following skills, behaviours and understandings by the end of Year 6. In line with our Teaching & Learning School Strategic Plan, priority and emphasis is placed on developing the students thinking skills. At Level 4 we focus on identifying and applying the students' preferred learning styles and natural intelligences. We develop the students' ability to apply deeper levels of thinking such as analysing, evaluating and creating and use various techniques to help them achieve this.

This is a selection of the many areas of study for Level 4 – a full description of the Level 4 Victorian Essential Learning Standards (VELS) can be found at <http://www.education.vic.gov.au/aboutschool/curriculum/default.htm>

### ***ENGLISH***

#### ***SPEAKING AND LISTENING:***

- plan, rehearse and make oral presentations for different purposes.
- students adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.
- when listening to spoken texts, they identify the main idea and supporting details and summarise them for others.
- identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

The students will be encouraged to present talks to the class on a variety of topics - there will be at least one formal oral presentation per term.

#### ***READING:***

- read, interpret and respond to a wide range of literary, everyday and media texts in print and on computer
- analyse these texts and discuss their ideas and understandings, drawing on the text for support
- describe how texts are written for particular purposes, and identify how values, attitudes and beliefs are presented
- analyse imagery, characterisation, dialogue, point of view, plot and setting
- use useful reading strategies when interpreting texts containing unfamiliar ideas and information.

Reading should be practised on a daily basis both at school and at home. Emphasis is placed on fluency, expression and comprehension skills. Students learn to read in different ways, at different times and at different rates – as is true of every other human skill. The best guarantee of reading improvement is reading matter that interests the child. Students can select reading material from the classroom, school or local library or from their own collection of books at home.

#### ***What parents can do:***

DO share in their reading. Discuss the book before, during and after your child reads it, perhaps read it yourself or discuss a book you are reading.

- DO buy a bedside lamp (the best reading aid!) and encourage reading each night before going to sleep. Include some 'reading aloud' time in their weekly home reading.
- DO praise every effort in reading, especially if confidence is low. Showing a positive and encouraging attitude towards your child's reading will do wonders for their confidence and enthusiasm.
- DO be seen reading for pleasure yourself and making visits to the library for adult as well as children's books.
- DO ask yourself: Is my child finding interesting reading material, and does he/she have a comfortable spot for home reading?

**WRITING:**

- produce, in print and electronic forms, a variety of texts (genres) for different purposes using suitable structures and features of language
- begin to use simple figurative language and visual images
- use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes.
- identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions.
- use a range of approaches to spelling.
- employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

Writing is a process of thinking, drafting and then revising in order to get the intended meaning clear. Once the ideas or content are in place, other factors such as handwriting, keyboarding, spelling, punctuation and grammar (the 'surface features' of the writing) can be dealt with to suit the purpose of the writing piece.

***What parents can do:***

- DO respond to the message or story of your child's writing, rather than mark out all spelling errors. Everyone takes many years to learn to spell, so don't think you must correct everything your child writes; do help when the child asks how to spell a word.
- DO provide a quiet place for writing, away from the noise of TV. Ask what is happening in school writing. Do some writing yourself. Invite your child to add letters or emails to the ones you write to relatives - why not become a note-writing family, leaving notes around for one another.
- DON'T be concerned if the teacher has not marked and corrected every error. Often 4-5 corrections are as many as a student can absorb; moreover, the best correction is usually done in a discussion of the errors that are currently meaningful to the student.

**MATHEMATICS****NUMBER**

- understand the size and order of small numbers (to thousandths) and large numbers (to millions)
- Positive and negative whole numbers and zero
- common fractions and decimals
- multiples and factors
- prime numbers and composite numbers
- square numbers and simple powers of whole numbers (for example,  $2^4 = 16$ )
- decimals, ratios and percentages (for example,  $3/4 = 9/12 = 0.75 = 75\% = 3 : 4$ )
- addition, subtraction, multiplication and division (positive whole numbers)
- add, subtract, and multiply fractions and decimals (to two decimal places) and apply these operations in practical contexts, including the use of money.
- make estimates for computations and judge whether estimates are reasonable or not.

**SPACE**

- classify and sort shapes and solids (for example, prisms, pyramids, cylinders and cones)
- draw three dimensional shapes and objects.
- develop and follow instructions to draw shapes and nets of solids using simple scale.
- describe the features of shapes and solids that remain the same (for example, angles) or change (for example, surface area) when a shape is enlarged or reduced.
- apply a range of changes to shapes and create tessellations using tools (for example, computer software).
- Working with maps - size, scale, and direction, use of compass directions, coordinates, distance and conventional map symbols
- use network diagrams to show relationships and connectedness such as a family tree and the shortest path between towns on a map.

**MEASUREMENT, CHANCE & DATA**

- use metric units to estimate and measure length, perimeter, area, surface area, mass, volume, capacity time and temperature.
- measure angles in degrees.
- convert between metric units of length, capacity and time (for example, L–mL, sec–min).
- describe and calculate probabilities using words, fractions and decimals
- calculate probabilities for chance outcomes (for example, using spinners)
- simulate chance events
- form questionnaires for surveys and sampling.
- present data in appropriate graphs
- calculate and interpret mean, median, and mode and range in graphs.

**STRUCTURE**

- form and specify sets of numbers, shapes and objects according to given rules and conditions (for example, 6, 12, 18, 24 are the even numbers less than 30 that are also multiples of three).

- understand equations using Mathematical laws (for example,  $3 \times 26 = 3 \times (20 + 6)$ ).
- recognise that addition and subtraction, and multiplication and division are opposite (inverse) operations. They use words and symbols to form simple equations. They solve equations by trial and error.

### **WORKING MATHEMATICALLY**

- recognise and investigate the use of mathematics in real (for example, determination of test results as a percentage) and historical situations (for example, the emergence of negative numbers).
- develop and test mathematical ideas. They understand that a few successful examples are not sufficient proof. For example, in computations (multiplication leads to a larger number) number patterns ( the next number in the sequence 2, 4, 6 ... must be 8)
- use the mathematical structure of problems to work out how to solve it. They explain their reasoning and procedures and interpret solutions.
- use calculators and computers to investigate and implement mathematical problems.

#### ***What parents can do:***

DO practise tables and number facts at home

DO try to develop your child’s sense of number, size, length, height, width, volume, and area mass/weight and time ... You can find maths everywhere.

DO involve your child in real-life calculating around the home – counting change, adding up bills, measuring, estimating, cooking etc.

DO encourage older children to take up hobbies that require “hands on” mathematical skills and a sense of spatial relationships – making models, assembling kits, cooking etc.

DO have a calculator in the house and introduce games that lead to the discovery of some of the fascinating properties of number.

DON’T think mathematics is either a mystery or a text book exercise; it is about solving problems in the real world. Take a moment to take note of all the times Maths is used in our everyday lives.

Attached is an explanation of one way we teach the four processes (addition, multiplication, subtraction and division).

### **PERSONAL LEARNING**

#### ***The individual learner***

- students identify, with support, their preferred learning styles
- monitor and describe progress in their learning
- seek and respond to teacher feedback to develop their content knowledge and understanding.
- identify and explain how different perspectives and attitudes can affect learning.
- negotiate learning improvement goals and justify the choices they make about their own learning.

- actively develop, monitor and refine agreements that create a positive learning environment in the classroom.

***Managing personal learning***

- develop time management skills
- develop independent work habits
- analyse task progress, achievements and suggest how outcomes may have been improved.
- show persistence
- seek and use assistance when needed from peers, teachers and other adults.
- practise positive self talk and demonstrate a positive attitude to learning.

***INTEGRATED STUDIES – TOPICS IN 2009***

*The topics for this year will include:*

Term 1        - T.L.C. Teaching, Learning and Caring / Tribes  
                  - Immigration and Multiculturalism

Term 2        Early Australian History

Term 3        Models, Systems and Processes (Solar System, Natural Disasters, Climate Systems)

Term 4        Where in the World?

*These topics will be integrated into other areas of the curriculum as much as possible.*

***INFORMATION & COMMUNICATIONS TECHNOLOGY (I.C.T.)***

ICT covers the use of a wide range of technology for information sharing and retrieval, and communication, within our community or world-wide. We are very excited by the arrival of our Interactive Whiteboards which will open up a huge range of learning and teaching opportunities for the students. Computers, digital cameras, data projectors, mp3 players, video cameras and associated software are all available for student use within the framework of our curriculum.

We will be acknowledging our ‘Digital Experts’ in all areas of ICT through the Digital Excellence Awards (DEA) program. Students will be able to earn badges once various digital skills have been demonstrated, therefore highlighting those who are skilled in particular ICT areas who can be called on to assist their peers and teachers!

Safe and acceptable use of technology is an integral part of our work in this area.

The Internet (filtered) and E-mail facilities are available for the students to access. An Internet Access Agreement will be given to each student to sign, following discussion at school and at home.

**SPORT:*****Summer Sports***

Basketball – mixed and girls  
 Bat Tennis  
 Volleyball  
 Cricket  
 T Ball

***Winter Sports***

Soccer  
 Football  
 Volleyball  
 Netball  
 Softball

Interschool sport is held during Terms 1 and 2 on Friday mornings with training held on Thursday afternoons. A number of parents are needed to help out with coaching throughout the year. Please see your child's teacher if you are able to assist. Students need to wear appropriate clothing for sport, particularly footwear. For winter sport in Term 2, a change of clothes will be necessary especially for soccer and football.

All students participate in our sports program – please send a note along if your child is unable to join in for a particular reason – students not participating will have an appropriate program run at school for them.

As well as Interschool Sport, students have already tried out for the District Athletics on our Intraschool Athletics Participation Day held in Term 4 last year. The District Athletics' teams have been chosen and will compete in Term 2. District Cross-country is also in Term 2.

***HOMEWORK:***

This is set weekly to give students a chance to revise classwork, to further practise basic spelling and Maths' skills and also to broaden their general knowledge. Homework is given out on Wednesday and is due in the following Monday with recognition given for work which is returned early or 'on-time and complete'.

Homework content will vary from week to week and will include some community awareness activities from time to time. Projects will be set most terms which will form part of the homework during that time.

We expect Level 4 students to read regularly at home – currently 15 minutes each school night. Please sign your child's diary to show that their home reading has been completed. We will give the students the opportunity to catch up on their reading time each day at the start of lunchtime if they were unable to complete it at home for some reason. Even at this age, it is still valuable for you to read TO your child – it enables them to hear "book language" and also the pacing and intonation of oral reading. We ask that as part of their nightly reading, they fit in 5 mins of being read to by an adult.

Please assist your child in completing his/her homework by providing a place where he/she can work without distractions and have all the necessary materials (pens, pencils, ruler, eraser, glue stick, scissors) readily available. Help them where necessary to complete all tasks by suggestion and prompting with ideas (rather than doing it for them!) and sign completed homework. Always ask us if you need more information. A copy of each week's homework task will be added to our Level 4 blog in case the weekly sheet is lost or left at school.

## **SPECIALIST PROGRAMS**

### ***VISUAL ARTS:***

Visual Arts Specialist: Mrs. Robin Gredler

Duration: 1 session of 1 hour per week.

Students continue to experiment with a wide range of skills, techniques and processes using a variety of different media, materials and equipment. They are encouraged to confidently express their ideas and experiences in an atmosphere of respect and acceptance and to build appreciation of the art work of others. Where appropriate, the program is integrated with topics studied in the classroom and includes:

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

Students need sturdy art smocks to properly protect their clothing.

### ***PERFORMING ARTS:***

Performing Arts Specialist: Ms Jenny Lindholm

Duration: 1 session of 45min 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 perform short skits and plays. They will be able to role-play situations and events, sustaining a role/character throughout their individual or group performance.
- 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, glockenspiel and keyboard.
- Students will become more familiar with simple musical terms and notation.
- They can create group-devised music.

**The students are again keen to incorporate some circus skills, as introduced in previous years. A choir will be formed for those students who are interested.**

***PHYSICAL EDUCATION:***

Physical Education Specialist: Mr. Rob Newton (currently).

Duration: 1 session of 45min per week.

This year in P.E., students perform confidently and efficiently in a range of movement environments (indoor, outdoor, and aquatics). They refine basic and complex motor skills and apply these to increasingly complex games and activities. They are encouraged to explain the processes for improving fitness and skills. Students work independently to develop skills and improve performance in sporting situations. They work with others to evaluate their own performance and provide constructive feedback for others to assist skill development. The students will work in groups to create a game, and establish rules and procedures for its safe conduct. Respect for game rules and good sportsmanship is highly valued and this is continually reinforced throughout the sessions.

***RELIGIOUS EDUCATION:***

There will be a half-hour session each week, commencing in March. Every student is expected to participate (unless exempted), as it is part of the school program.

***LIBRARY:***

We attend the library on a weekly basis. Students are able to borrow up to three books per week. If books are overdue, borrowing rights are suspended. You may be asked to pay for the replacement cost of lost books, so please help your child to develop routines to keep track of all borrowed books.

***THE AMAZING RACE***

This is a challenging and exhausting event for Year 6 students, held late in December. It gives the students something to work towards as the end of the year approaches and tests their knowledge of catching public transport, reading maps and timetables, following signs and directions and working together as a cohesive unit.

Students are in teams of 4 and have various sections of the city to explore and answer cryptic questions about – sometimes they will have to collect something, locate a person in a given area or perform an embarrassing task! Each team is accompanied by a teacher who is there for safety reasons but not to help!