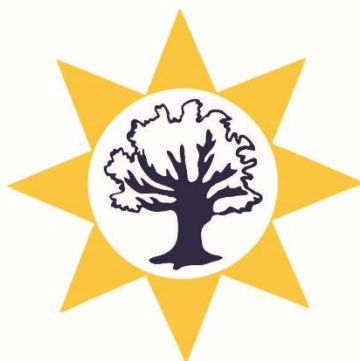


**Glen Waverley South  
Primary School**



**R.E.S.P.E.C.T.**

**Parent  
Information Handbook  
2017**



Glen Waverley South Primary School is **committed to lifelong learning** by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated.

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## Welcome

Dear Parents and Guardians,

Welcome to Glen Waverley South Primary School. We hope this handbook will provide some useful information about our school and help to make your child's start at Glen Waverley South Primary School, an enjoyable experience. We recommend all parents read this handbook carefully to assist in your child's transition to Glen Waverley South Primary School.

Our school staff realise that we share with you a joint responsibility in helping your child develop his/her talents and abilities to the fullest possible extent.

It is our aim to develop a school at which your child will feel welcome and happy, whilst also acquiring the skills and knowledge required to equip him/her for life. It is essential that there be open communication and cooperation between home and school so that our aim may be realised.

As a parent, you can share in your child's educational development by taking an interest in work brought home, encouraging reading - both to and with your child, showing an interest in books, and participating in classroom programs and special events as well as attending meetings with teachers on both formal and informal occasions.

We look forward to a long and supportive relationship with your family.

Kind regards,

**Con Vellios**  
Principal



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## School Term Dates - 2017

Term 1	Tuesday 31 <sup>st</sup> January – Friday 31 <sup>st</sup> March
Term 2	Tuesday 18 <sup>th</sup> April - Friday 30 <sup>th</sup> June
Term 3	Monday 17 <sup>th</sup> July - Friday 22 <sup>nd</sup> September
Term 4	Monday 9 <sup>th</sup> October – Friday 22 <sup>nd</sup> December

## Curriculum (Pupil Free) Days - 2017

Monday 30<sup>th</sup> January  
Tuesday 14<sup>th</sup> March  
Friday 9<sup>th</sup> June  
Monday 6<sup>th</sup> November

## Public Holidays - 2017

Australia Day	Thursday 26 <sup>th</sup> January
Labour Day	Monday 13 <sup>th</sup> March
Good Friday	Friday 14 <sup>th</sup> April
Easter Monday	Monday 17 <sup>th</sup> April
Anzac Day	Tuesday 25 <sup>th</sup> April
Queen's Birthday	Monday 12 <sup>th</sup> June
Melbourne Cup Day	Tuesday 7 <sup>th</sup> November
Christmas Day	Monday 25 <sup>th</sup> December
Boxing Day	Tuesday 26 <sup>th</sup> December

## Contacting Glen Waverley South Primary School

Address:	Whites Lane, Glen Waverley, Vic, 3150
Telephone:	(03) 9560 6371
Fax:	(03) 9561 5448
Email:	<a href="mailto:glen.waverley.south.ps@edumail.vic.gov.au">glen.waverley.south.ps@edumail.vic.gov.au</a>
Web:	<a href="http://www.gwsps.vic.edu.au">www.gwsps.vic.edu.au</a>
Facebook:	<a href="http://www.facebook.com/GWSPS">www.facebook.com/GWSPS</a>
Principal:	Mr Con Vellios
Assistant Principal:	Mrs Julia Rankine



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## School Strategic Plan

The school strategic plan outlines the goals and priorities of our school. A detailed copy of our school's Strategic Plan can be downloaded from our school website at [www.gwsps.vic.edu.au](http://www.gwsps.vic.edu.au).

### Purpose

"Glen Waverley South Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society."

### Values

Glen Waverley South Primary School community's vision is underpinned by the value of RESPECT, highlighted through our focus on:

- Relationships
- Excellence
- Support
- Passion
- Engagement
- Choice
- Trust & Honesty

These values are further defined in the Staff, Community and Student Codes of Practice.

### Our Learning Community

Glen Waverley South Primary School's Learning Community is committed to the improvement and enhancement of students' learning in order to equip them for the future. All members of the school community, students, staff and parents, are open and committed to the shared vision of ongoing learning and continuous development in the provision of best educational practice.

#### Our learning community model is characterised by:

- Life long and self-driven learning
- Commitment to personal growth, shared vision and team learning
- Assisting all students to embrace learning
- Excellence
- Connectedness through strong partnerships

#### We have an exemplary Learning and Teaching Program that facilitates:

- Achievement of academic, social, emotional and physical potential
- A learning environment where students are highly engaged and motivated
- An inclusive, innovative and challenging curriculum
- A curriculum design which caters for individual learning needs

#### We have a learning environment that:

- Equips students with skills and knowledge to cope successfully beyond primary school in an ever-changing world
- Provides equal opportunities and values diversity
- Develops knowledge and values
- Is positive, safe, supportive and cooperative



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Our “Learning Community Model” is an evolving process that is continually maturing and increasing in its effectiveness. The school is committed to developing an undertaking among school community members of their role and responsibility in nurturing the school as a learning community to enhance student development.

**The following characteristics underpin our school’s learning community:**

- A clear sense of shared purpose;
- Challenging, shared objectives;
- Clearly understood decision making processes;
- High value placed on each and every team member;
- Risk tolerant and openness to change;
- High levels of trust;
- Shared leadership; and
- Commitment to collective responsibility for student learning.

## **Strategic Intent**

### **Student Learning**

To maximize student performance and learning growth across all curriculum areas and year levels.

### **Student Engagement**

To build the level of community engagement in learning and enhance the effectiveness of the school as a professional learning community.

### **Student Wellbeing**

To create a school environment that enhances student wellbeing, connects with a supportive learning community, and nurture the social, emotional and cognitive development of all students.



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## School Routine

### School Bell Times – Normal Day

8.55am	First bell - students collect bags and enter classrooms, rolls marked
8.59am	Music
9.00am	Second bell - students begin their class work
9.00am - 11.00am	Class time (morning block)
11.00am - 11.30am	Recess (morning snack and play)
11.30am - 1.30pm	Class time (middle block)
1.30pm - 1.40pm	Lunch eating time (students eat in their classrooms)
1.40pm - 2.30	Lunch play time (bell rings for yard duty swap at 2.05pm)
2.30pm - 3.30pm	Class time (afternoon block)

### School Bell Times – Hot Day

(when forecast of 32°C or above):

8.55am	First bell - students collect bags and enter classrooms, rolls marked
8.59am	Music
9.00am	Second bell - students begin their class work
9.00am - 10.50am	Class time (morning block)
10.50am - 11.00am	Students eat snack in class
11.00am - 11.50am	“Lunch” play
11.50am - 1.50pm	Class time (students eat lunch in class at 1.30pm due to lunch orders)
1.50pm - 2.00pm	Students return from specialists then class teacher releases students
2.00pm - 2.30pm	Afternoon play time
2.30pm - 3.30pm	Class time

### School Bell Times – Wet Day

When it is too wet to go outside, all students remain in their classrooms during recess and/or lunch and are supervised by teachers in their classrooms.

### Brain Food

At 10.00am each day, all students in Foundation, Year 1 and Year 2 have a five minute break to eat ‘brain food’. Brain food is a small amount of bite sized pieces of fruit and/or vegetables, e.g. an apple, a banana, carrot sticks, celery sticks, etc.

### Recess

Recess refers to the morning break of 30 minutes from 11.00am – 11.30am on a normal day. Students should bring a healthy snack to eat during recess. A piece of fruit or similar snack is suitable.

### Lunch

Lunch is eaten in the classroom from 1.30pm-1.40pm under the supervision of the class teacher, before students are released for play time from 1.40pm-2.30pm.



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## Lunch Orders

At Glen Waverley South Primary School we use an external catering company for all lunch orders. Lunch orders are available on Mondays, Wednesdays, Thursdays and Fridays. Lunch orders are not available on Tuesdays. All orders need to be placed online and paid for with a credit card, before 8.30am on the day the lunch is required. If you do not have access to a computer and/or the internet, you are able to access the school computer in the community room. Please contact the office staff to arrange access. If you are using the school computer you will need to place your order prior to the day the lunch is required, to meet the 8.30am deadline.

## Nuts and Nut Products at School

To help ensure the safety of all children, we request that students do not bring peanuts, tree nuts (such as walnuts, almonds, pecans, pistachios, pine nuts and cashews) or any foods that contain nuts as an ingredient, to school. Students are allowed to bring foods that state 'may contain traces of nuts'. As part of the school's guidelines students are not allowed to share their food with other children.

### Birthday Food Items

The following guidelines apply if a parent would like to bring any food items (such as cake or lollies) to school to help celebrate their child's birthday.

- a) The parent **MUST** to speak with the class teacher **FIRST**, before the day, to organise an appropriate day for the food items to be brought to school and to get the teacher's permission to bring the food items.
- b) The parent **MUST** provide a full list of ingredients for all food items when they are brought to school. No nuts or nut products will be allowed.
- c) On the day agreed to by the teacher, the food items and ingredient list need to be delivered by the parent to the school office. They will remain at the office until the end of the day when they will be distributed to the students by the classroom teacher at 3.30pm.

Please refer to the school website to view the school's Anaphylaxis Policy <http://www.gwsp.vic.edu.au/>.

## Punctuality

Regular and punctual attendance is a strong expectation at GWSPS. Students should be at school no later than 8.50am each morning.

## Student Absences (away for the entire school day)

When a student will be absent, or has been absent for one or more entire days, the parent/guardian should record this on Compass. Specific information about Compass and parent login details for Compass will be provided to each family once their child has commenced at GWSPS. If the parent/guardian is having any difficulties using Compass, they can:

1. Send a note from home – signed and dated by the parent/guardian OR
2. Telephone the school office (03 9560 6371), OR
3. Email the school office ([glen.waverley.south.ps@edumail.vic.gov.au](mailto:glen.waverley.south.ps@edumail.vic.gov.au)).





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## Late Arrivals

When a student arrives after the 8.55am bell, they need to be accompanied by a parent/guardian (16 years or older) to the office first, where the student is signed in on Compass and issued with a late arrival slip (blue). The student then gives this slip to the class teacher. If a student arrives at class after the roll has been marked and does not have a late arrival slip, the teacher will send the student back to the office to obtain a late arrival slip.

## Early Departures

When a student needs to leave the school before the final bell for the day, they must be signed out by a parent/guardian (16 years or older). The parent/guardian must go to the office first to sign the student out on Compass and obtain an early departure slip (yellow). The parent/guardian then gives this slip to the class teacher. Students will not be released from class unless the parent/guardian has first obtained an early departure slip from the office. As a courtesy, we ask that you notify the teacher prior to any planned early departure, by way of a note sent to school with your child.

## School Drop Off and Pickup

A yard duty teacher is present in the school yard from 8.45am each morning, with the first bell ringing at 8.55am. We ask that all students arrive at school no later than 8.50am. Any student at school before 8.45am **MUST** be supervised by a parent/guardian or be booked into before school care.

Students are released from school at 3.30pm each day. Parents collecting their child from school must collect them between 3.30pm – 3.45pm. Parents should be on time as children can become distressed when parents are not present at collection time. If a parent realizes they will be late to collect their child, they should notify the office staff. Any student on school grounds after 3.45pm, must be supervised by a parent/guardian or be booked into after care.

## Parent-School Communication

Good communication between parents and the school is strongly encouraged. Parents and teachers working in cooperation with each other will help make each child's school days happy and successful. It is useful to inform the class teacher of any significant events that occur in your child's life. Please do not hesitate to contact the class teacher to discuss matters concerning your child.

Should you wish to meet with your child's teacher, you will need to arrange a suitable time with that teacher. Information and meeting requests can be sent to the teacher in note form, in the students' diary, via the school email or by calling the school office to request a meeting with the teacher. Parents can also request a time to meet with the Assistant Principal or the Principal to discuss any concerns they may have. We ask that you always quote your child's **full name and class** when you send any form of correspondence or money to school.

## Parent-Teacher Interviews & Student Academic Reports

An information night is usually held at the start of each year which provides a general overview of the curriculum. The school holds formal parent-teacher interviews twice each year – in Term 1 and Term 3. Student academic reports are written twice each year – at the end of Semester 1 and the end of Semester 2. All student reports are available for parents to access on Compass while their child is a student at GWSPS. Families should therefore print their child's academic reports before they exit GWSPS.



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## School News

School notices, the school Newsletter/Dates to Remember and Compass are the key means of communication between the school and our families. The school Newsletter/Dates to Remember is published on the school website each Thursday during school terms. It is important that parents log onto Compass regularly (at least twice each week) to check and approve their child's attendance information and to read newsfeeds. Compass login details are distributed to new families once their child has commenced classes at GWSPS.

The first issue of the school Newsletter each term is distributed to all families in hard copy format. All other Newsletters/Dates to Remember are posted on the school website. Families, who do not have access to the web, can obtain a hard copy of the Newsletter/Dates to Remember from the office. Hard copies are not sent home, other than the first issue each term.

If you would like to receive an email with the electronic link to the school Newsletter/Dates to Remember, please go to the school website: [www.gwsp.vic.edu.au](http://www.gwsp.vic.edu.au) and click on the "Newsletter" icon. Please be aware that your email address will remain on this distribution list until you remove it yourself by following the process above, updating preferences and clicking on unsubscribe.

## Family and Student Contact Details

It is important that the school has the most up to date contact details for each student and their family. Correct contact telephone numbers (home, work and mobile) are essential so that parents can be notified in case of illness, accident or emergency. Additional EMERGENCY CONTACT phone numbers for friends and/or relatives should also be provided in case the parents/guardians cannot be contacted.

**PLEASE NOTIFY THE SCHOOL OFFICE IMMEDIATELY WITH ANY CHANGE OF ADDRESS, TELEPHONE or HOME LIVING ARRANGEMENTS.**

## Lost Property

Every year, a large volume of jumpers, hats and other items find their way into Lost Property. To help alleviate the problem, please CLEARLY LABEL in permanent ink, all belongings that your child brings to school. There are two sets of lost property tubs in the school – one in the gym area and one near the office. Any lost property items not claimed by the end of each term, that are without a name clearly marked, are donated to the school's Second Hand Uniform shop for resale.

## Car Parking

**The school car park is strictly reserved for staff only.** Please DO NOT drive into/onto the school grounds. Road side parking is available outside the school. It is important to adhere to the road signs to avoid Council fines.

## Visitors to School

Any person visiting the school for any reason is required to **FIRST** go to the main office to sign in as a visitor and obtain a visitor's badge. All visitors should carry photo identification at all times. If you are not wearing a visitor's badge you may be asked to leave the school grounds.



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## Working With Children Checks

As a school, we encourage and appreciate the support and involvement provided by parents/guardians as this assists the school in running many of its programs and activities. Parent help can take many forms including being a Parent Representative, assisting with reading groups, covering books, attending camps, excursions and sports/athletics days, etc. At Glen Waverley South Primary School, we require any person (parent/guardian/carer) who participates in any type of parent help, on or off the school premises, to hold a current Working With Children (WWC) Check.

If you would like to assist with any form of parent help and you hold a current WWC Check, you need to provide your WWC card to the office staff. The office staff will take a copy of your card and keep this in a confidential file. If you would like to assist with any form of parent help and you do not yet hold a current WWC Check, you need to apply for a WWC Check as follows:

1. Complete an application form (available online at [www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)) and submit with a passport size photograph of yourself at any participating Australia Post outlet, where a receipt will be issued.
2. You will then receive your WWC Check in the mail, 2-6 weeks later. Once received, you will need to provide your card to the school office staff who will take a copy of your card to keep on file.

The only cost involved in obtaining a volunteer WWC Check is the cost of the passport photo. The school maintains a confidential list of all parents/guardians who hold a current WWC Check. Only parents/guardians on this list are able to provide parent help. Once you have provided the school with your WWC Check, please speak with your child's class teacher regarding any parent help they may require. For further information regarding WWC Checks visit:

<http://www.justice.vic.gov.au/wps/wcm/connect/justlib/Working+With+Children/Home/Protecting+Our+Children/>.

## Incursions/Excursions

From time to time your child will have the opportunity to participate in school incursions/excursions. These events compliment the education program and we encourage all parents to give their child/ren permission to participate.

When an incursion/excursion involving your child has been planned, you will be notified either by way of a notice/permission form sent home with your child or a newsfeed on Compass. You then need to provide consent by the due date, for your child to participate. Some incursions/excursions will involve an additional cost which will be clearly explained in the incursion/excursion information. So that your child has every opportunity to attend each of these events, it is essential that families carefully read all correspondence sent home from school and provide permission and payment (where applicable) by the due date. The timing of due dates is critical as this affects many areas of planning and administration for each event to be safe, enjoyable and educationally beneficial for students.

Please be aware that if you do not provide consent by the due date for the event, your child will likely miss out on participating in the event. If you are unsure whether you need to submit payment for an event please check with your child's class teacher or with the office staff as soon as you become aware of the event. Families unable to make payment in full by, the due date, have the opportunity to request an alternative payment arrangement with the school Business Manager, or delegate. Each request will be considered on a case by case basis. For an alternative payment arrangement to be considered, the family must make contact with the Business Manager, or delegate, within 3 working days of the date of the event being published.



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## Sending Money to School

The available methods of payment at GWSPS are:

1. Telephone the school office with your credit card details.
2. Come into the school office and pay by cash, credit card or EFTPOS.
3. Pay online with BPay. BPay details are on your family statement.
4. You may choose to send cash or credit card details to school with your child, however we cannot accept any responsibility for the safety of these methods of payment.

When sending any form of payment to school with your child, please make sure it is carefully sealed in an envelope and clearly labelled with your child's full name, their class, the amount of money and the purpose of the payment.

School receipts are sent home with the respective students via kids' mail once the payment has been received.

## Student Banking

The student banking program at GWSPS operates through the CBA. Student banking day is every Tuesday. There is an exciting Rewards Program designed to encourage students to make regular savings. Information on how to join the program is available from the office.

## SunSmart Policy

Glen Waverley South Primary School is a "SunSmart" school and students are encouraged to always protect themselves from skin damage. The school's SunSmart Policy requires all students to wear their school hat when they are outside on school days, from 1<sup>st</sup> September to 1<sup>st</sup> May each year. Students without a hat are restricted to playing in the designated shade areas of the school. Students may bring personal sunscreen to school and apply it themselves before going outside during break times. The school does not provide sunscreen to students.

## Out of School Hours Care (OSHC) Program

The OSHC program is a paid service where students are supervised in a safe and caring environment outside normal school hours. The program aims to be a home away from home where the students are involved in planning the activities and where they genuinely enjoy attending. The program offers the following services:

Before School Care	7.00am – 8.45am	After School Care	3.30pm - 6.00pm
Holiday Program	7.00am - 6.00pm	Some Curriculum Days	7.00am – 6.00pm

Students have the opportunity to participate in stimulating activities, mix with their peers and have fun. The program can be used either casually or on a permanent basis and is registered with the Family Assistance Office which enables families that qualify, to claim the Child Care Benefit and/or the Child Care Rebate. At Before School Care students have the option of having a nutritious breakfast (for an additional charge). The breakfast menu is varied and includes the option of cooked breakfast several times a week. During After School Care, students have healthy and varied snack options including fruit, pancakes, pasta, sandwiches, dips and biscuits. Students who attend the OSHC programs participate in games, outdoor play, cooking and craft activities as well as having the opportunity to complete homework, mix with their friends and enjoy themselves. The Holiday Programs often involve excursions, incursions and planned theme days. OSHC booking forms are available from the OSHC program, the school office or the school website: [www.gwsp.viv.edu.au](http://www.gwsp.viv.edu.au). For further information please contact the OSHC Coordinator on 0409 168 410.



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## School Council

The School Council extends a warm welcome to all parents of Glen Waverley South Primary School. The School Council has an important role to play in the effective functioning of the school. Not only does it give parents an official voice on school matters, but it has joint responsibility with the school for administering Government grants, for maintaining the buildings and grounds, and for purchasing school equipment. Government legislation concerning School Councils has given increased responsibilities and powers to this school body. Members of the School Council are committed to maintaining and improving school facilities. This can only be achieved with the support and help of the wider school community. School Council meetings are held monthly in the staffroom, commencing at 7.00pm.

### YOUR INPUT IS VITAL

There are a number of School Council Subcommittees as listed below which also require parent involvement.

- Finance
- Property
- Community Wellbeing
- Education
- Fundraising
- Out of School Hours Care
- Sustainability

## School Books and Requisites

At Glen Waverley South Primary School, we are proud to offer our students a comprehensive and well-resourced educational program. The Victorian Government provides government schools with some funding to cover the costs of teaching the standard curriculum and basic operational costs including staff wages, contract cleaning, gas, electricity, telephone, water rates, some maintenance of buildings, facilities and grounds, some curriculum support and professional development. Unfortunately these government funds are not enough to support the programs offered at most schools. School Council therefore requires additional funds to be paid by families so that we can continue to provide the quality programs and facilities currently offered at Glen Waverley South Primary School. School Council makes every effort to keep all school costs and charges to a minimum and reasonable amount. The parent contributions are determined by School Council in Term 4 of each year, for the following year.

## The Library

Books provide enjoyment and pleasure for children and a stimulus for the language and reading skills that will be expanded in their primary school years. Your child will be able to borrow books from the school library. You can help your child by talking to them about their library books and how to look after them; reading library books to/with your child and if possible, coming into the library and seeing the books available or sitting and reading a story to your child in the library.

All students must have a library bag to help protect the books. Library books can be borrowed for a maximum of two weeks. If your child's library book is lost or misplaced, you will be charged the cost of the book so that it can be replaced. The money will be refunded if the book is found. When at home, we suggest you keep your child's library books in a common place for easy accessibility. This will also encourage your child to be responsible for the books they have borrowed.



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## School Uniform

ALL students are expected to wear the school uniform, use a school bag and wear appropriate footwear (either one pair of black leather school shoes and one pair of runners OR one pair of black runners).

<b>SUMMER</b>	<u>Girls</u>	<u>Boys</u>
	Shorts and short sleeve polo or dress Hat	Shorts and short sleeve polo Hat
<b>WINTER</b>	<u>Girls</u>	<u>Boys</u>
	Track Pants or dress or tunic Long sleeve polo Bomber jacket	Track pants Long sleeve polo Bomber jacket

School uniform items can be purchased from Primary School Wear (PSW), Mount Waverley. Some items can also be purchased from the school's second hand uniform shop or various other retail outlets (see below).

PSW Mount Waverley - 288-290 Stephenson's Road, Mount Waverley, 3149  
Ph: (03) 9809 5477 / Online: [www.psw.com.au](http://www.psw.com.au) - Open most days. Please call PSW for open times.

<b>Boys &amp; Girls (Yrs F – 6)</b>	Short Sleeve Polo Shirt	Navy with Gold Logo	\$25.95 - \$28.95
	Long Sleeve Polo Shirt	Navy with Gold Logo	\$27.95 - \$30.95
	Bomber Jacket	Navy with Gold Logo	\$44.95 - \$53.95
	Hooded Windcheater	Navy with Gold Logo	\$44.95 - \$47.95
	Crew Neck Windcheater	Navy with Gold Logo	\$30.95 - \$35.95
	Slouch Hat OR Legionnaires Hat	Navy with Gold Logo	\$11.95 - \$15.95
	Explorer School Bag (Gold Logo)	Navy with Gold Logo	\$45.95
<b>Boys Only (Yrs F – 6)</b>	Rugby Shorts	Navy	\$19.95 - \$22.95
	Double Knee Tracksuit Pants	Navy	\$27.95 - \$31.95
<b>Girls Only (Yrs F – 6)</b>	Skort	Navy	\$21.95
	Bootleg Pants	Navy	\$30.95 - \$32.95
	Summer Dress	Check	\$45.95
	Winter Tunic		\$50.95
<b>Boys &amp; Girls (Yrs 5 &amp; 6 only)</b>	Short Sleeve Sport Polo (in addition to navy polo)	White with Gold Logo	\$26.95 - \$28.95
<b>Various</b>	Paint Resistent Artsmock		
	Library/Book Bag		
	Raincoat		
	Shoes - 1 x pair black leather school shoes and 1 x pair runners OR 1 x pair black runners		
	Socks - White ankle socks		

### Second Hand Uniforms

The Second Hand Uniform shop offers a selection of second hand uniform items for sale (other than hats). Our second hand uniform shop is run by several volunteer parents. It is located in the community room, near the office and operates most Fridays during term from 9.00am-9.30am and 3.15pm-3.45pm.





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## Student Wellbeing

Glen Waverley South Primary School provides an environment that encourages students to learn and equips them with skills and knowledge to cope successfully beyond primary school. Students learn best when they feel safe, connected and happy. Our programs are proactive and preventative with a sense of belonging and pride being fostered in many ways. The programs offered include:

- The House System
- The “You Can Do It” Program
- The Buddy System
- The Student Leadership Program
- Public Speaking opportunities
- Kismatter initiative

### House System

All students are placed into houses when they begin at GWSPS. The students then compete for their house at events such as Twilight Sports and House Athletics. These together with the weekly house points foster a sense of belonging and connectedness. The houses have been named after famous Australian sports people - Bradman, Cuthbert, Goolagong and Landy.

### You Can Do It Program

The “You Can Do It” program provides students from Foundation to Year 6 with a solid grounding in achievement and social, emotional and behavioural wellbeing. The program achieves this through explicit instruction in five important foundations:

#### **Confidence / Persistence / Getting Along / Organisation / Resilience**

The program provides parents with information on how they can support their child’s achievements. There are activities which the students can share with their parents at home. Please take the time to talk to your child about these activities in a positive way.

### Buddy System

This is a peer support program which involves Year 5 and 6 students being “linked” to Foundation, Year 1 and Year 2 students. This link provides opportunities for the Year 5 and 6 students to develop responsibility and helps instill a sense of belonging and connectedness for the younger students.

### Student Leadership Program

Students have responsibility for many aspects of school life and the opportunity to contribute to school events through a variety of leadership groups. School Captains and House Captains also attend a leadership training seminar each year with the Principal.

- Junior School Council - Foundation – Year 6
- School Captains – Year 6
- Sports House Captains – Year 6
- Performing Arts Captains – Year 6
- Visual Arts Captains – Year 6
- LOTE Captains – Year 6
- ICT Captains – Year 6
- Library Captains – Year 6
- Work Safe for Kids Club – Year 6
- Enviro Club – Year 6



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## Public Speaking Opportunities

Public speaking opportunities exist for all students in the classroom, at the weekly whole school assembly and by way of messages over the PA system. Students holding leadership positions have additional public speaking opportunities and responsibilities as part of their leadership roles.

## Kidsmatter Initiative

The Kidsmatter initiative is a flexible, whole school approach to mental health promotion, prevention and early intervention aimed at improving student mental health and wellbeing.

## Curriculum Support and Enrichment Programs

### Class Programs

Our class programs aim to enhance the academic, social and emotional development of our students through comprehensive assessment programs which inform the learning and teaching programs.

### Specialist Programs

Students have access to specialist classes that provide another valuable learning opportunity. These classes include:

- Physical Education
- Performing Arts
- Visual Arts
- Language - Japanese

### Social Service

Regular fundraising activities are organised by the Junior School Council with funds raised being donated to designated causes including The Cancer Foundation, Legacy, R.S.L., S.I.D.S.

### Pastoral Care and Counselling

- School Welfare Officer support
- Speech Pathologists
- School Psychologists

### Camps

- Levels 1 and 2 Sleepover – 1 night at school.
- Levels 3 and 4 camp – 2 nights.
- Levels 5 and 6 camp – 4 nights.
- Educational enrichment incursions and excursions - Foundation - Year 6

### Competitions

Various programs outside the normal classroom activities cater for the needs of students with special abilities and/or students that require extension.

### Lunch Time Clubs

A variety of lunch time clubs are offered each year including sports, choir, art, coding, robotics, chess, drama and dance classes.





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## **Instrumental Music Lessons**

For an additional cost, students have the opportunity to enroll with one of our expert tutors and study violin, piano, keyboard or guitar.

## **School Production**

The school production (musical/concert) occurs every second year. The next school production year is 2017.

## **International Competitions for Assessment for Schools (Years 2-6)**

Glen Waverley South Primary School participates in the International Competitions for Assessment for Schools (ICAS) organised by the University of N.S.W. The subject areas are Mathematics, English, Science, Spelling, Writing and Computer Studies. Students are welcome to participate in some or all of these tests. Year 2 students are only able to participate in the Mathematics and English assessments.

## **EAL (English as an Additional Language)**

As part of our Strategic Plan we have developed a whole school approach to teaching and learning to help meet the educational needs of students whose first language is not English. Classroom teachers are aware of the special needs of EAL students and employ strategies aimed at developing a level of competency and confidence in using English.



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## Discipline

Glen Waverley South Primary School follows the Assertive Discipline Program. This program emphasises positive behaviour and the rights and responsibilities of students, teachers and parents. It encourages the use of positive reinforcement and places importance on self-discipline, self-responsibility and self-esteem. The program reinforces the school rules and the appropriate consequences if rules are not followed.

### Summary of Discipline Programs and Strategies

#### Primary Prevention

- An educational program that caters for students at risk and students that require extension (Individual Learning Plans).
- Building positive relationships between staff, students and parents
- “You Can Do It” Program
- Health Education Program
- Multicultural Program
- Bully Busters Program
- Student Code of Conduct
- Parent Information sessions
- Parent/Teacher Interviews
- Protective behaviours
- Student Leadership Training

#### Early Intervention

- Identifying Students at risk
- Counseling sessions (School Psychologist)
- Parent/Teacher Interviews
- Program Support Group Meetings

#### Intervention

- Assertive Discipline Policy
- Rethink Notices
- Individual Student Behaviour Modification Plans
- Counseling sessions (School Psychologist)
- Parent Teacher Interviews
- Program Support Group Meetings
- Links with Outside agencies



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## Student Health

### School Medical Service

Each year, a School Nurse employed by Monash City Council, visits the school and conducts health examinations on all Foundation students whose parents have provided permission. Any students with noted health problems are then reviewed annually by a visiting school nurse. All students starting at the school will be asked to provide an Immunisation Certificate.

### Sickbay/First Aid Procedure

*In the interests of all students and staff, we ask that parents do not send their child to school when they are unwell. **PLEASE ENSURE THE EMERGENCY TELEPHONE NUMBERS YOU HAVE PROVIDED THE SCHOOL FOR YOUR CHILD, ARE CORRECT.***

When a student has a medical issue that cannot be resolved by the teacher in the classroom, or by the yard duty teacher in the playground, that student will be sent to the school sickbay. A staff member (first aid qualified) will then attend to the student and if the issue cannot be resolved, a parent/guardian will be called. Any student who vomits or experiences diarrhea while at school, will need to be collected by a parent/guardian and remain at home until at least 24 hours after the last episode of vomiting or diarrhea. When a child attends sickbay a notification slip is written and sent home with the child, providing basic details about the sickbay visit.

### Medication at School

Any medication (other than asthma medication) brought to school by a student **MUST** be taken to the office at the start of the day by the parent/guardian. **A Medication Authority form needs to be completed and signed by the parent/guardian.** Medication (other than for asthma) **CANNOT** be kept in school bags or classrooms. All medication (other than asthma medication) taken at school, must be administered under the supervision of a staff member, in the sickbay, with the details documented. Some families provide the school with medication for their child, to be kept at the school. Any such medication remains in the school sickbay unless the student leaves the school for an approved school excursion. In such cases, the teacher will sign the medication out from and back in to the sickbay.

### Head Lice

From time to time there are outbreaks of head lice at school. The frequency of outbreaks is greatly reduced by parents checking their child's hair regularly and notifying the school if their child has a case of head lice. Treatment is essential and **MUST involve two applications, seven days apart.** The first treatment is designed to kill the lice that are present "today". The second treatment is designed to kill any lice that have hatched since the first treatment. **Your child is able to attend school once they have undergone the first treatment.** A range of treatment options is available from your local pharmacy. More information is available at: [www.health.vic.gov.au/headlice/](http://www.health.vic.gov.au/headlice/).

### Medical Conditions Exclusions Table

Please refer to the following table for the minimum exclusions for infectious diseases.



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## Student Learning

Glen Waverley South Primary School offers a comprehensive, innovative and flexible curriculum based on the Victorian Curriculum. The curriculum is regularly reviewed and improved. Specialist teachers provide instruction and enrichment in the areas of Visual Arts, Performing Arts, Languages and Physical Education. Class teachers deliver integrated curriculum programs which place strong emphasis on Literacy and Numeracy skills.

Our stimulating learning environment engages and challenges students to achieve personal success and make positive contributions to society. Our 21<sup>st</sup> century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is guided by Victorian Curriculum and planned and taught sequentially, providing opportunity for students to have ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in their learning. To support the delivery of the curriculum at Glen Waverley South Primary School we access and select a wide range of suitable educational resources to support the curriculum taught, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities to support student learning.

Learning Areas	Capabilities
<p>The Arts</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Visual Communication Design</li> </ul> <p>English</p> <p>Health and Physical Education</p> <p>The Humanities</p> <ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Economics and Business</li> <li>• Geography</li> <li>• History</li> </ul> <p>Languages</p> <p>Mathematics</p> <p>Science</p> <p>Technologies</p> <ul style="list-style-type: none"> <li>• Design and Technologies</li> <li>• Digital Technologies</li> </ul>	<p>Critical and Creative Thinking</p> <p>Ethical</p> <p>Intercultural</p> <p>Personal and Social</p>



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## Assessment and Reporting

Glen Waverley South Primary School follows the directions from the Department of Education and Early Childhood Development on the guidelines for Student Reports. Student reports aim to provide parents with clearer, more comprehensive and more consistent information about their child's progress as well as suggestions on how they can best support their child's learning and how the school will support their child's learning. The student report will include reporting in all domains according to the Level guidelines.

### Assessment Tasks

An assessment task is a learning process. Most assessment tasks will be done at school. On occasions students may be asked to gather information from home. Assessment and research skills are difficult skills that take time to develop. Parents can help their child in developing research skills by assisting them with:

- going to the local library
- looking up relevant information in books and on the internet
- using an index and contents page
- interviewing people
- using the Internet wisely
- taking notes about the relevant topic

Parents are asked to encourage students to plan their time and not to leave everything to the last minute. Assistance and guidance may be given by parents or teachers as needed, but independence is encouraged.

### NAPLAN Testing (Years 3 and 5)

The areas assessed for NAPLAN are:

- Mathematics
- Reading
- Spelling
- Writing

Information will be sent home to parents in Term 2 and results and analysis will be sent home later in the year.



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## Inquiry Learning

Our inquiry units of work provide opportunities for students to develop and apply understandings about their world. This allows students to follow an inquiry approach where they explore, gather, process, refine, present and reflect on information. This assists them to develop their ideas about the way the world works.

Our inquiry units encourage students to:

- Think critically
- Foster the desire to find out
- Be independent
- Develop mutual respect
- Develop cooperative work skills
- Relate knowledge to real life contexts
- Understand transferable concepts
- Problem solve
- Explore values and attitudes
- Research independently
- Self-assess their understandings and processes

Knowledge and information are growing at an ever increasing rate. Students need to know how to find out and learn independently.

## The Learning How to Learn Program

The major focus of this program is to work with the students in all classes to establish a strong purpose for their learning and the commitment to work together to build a happy, safe, productive classroom and school. Through a variety of activities students and teachers work together to build happy positive relationships, establish class and personal goals, build skills in thinking and learning, participate in group decision making and design and build a learning plan for their class.

The activities and learning experiences contribute to a class community through the use of ethics, principles, processes and practices built during the first days of the school year. This program helps improve and sustain the learning community throughout the year.



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# Homework

## Homework

Homework helps students by complementing and reinforcing classroom learning, fostering good, lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning. School Council in partnership with the principal and teachers and after consultation with parents and students, is responsible for developing and publishing a homework policy.

## Homework Principles

Homework is another opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish good homework patterns. Students benefit from completing homework regularly. Homework helps develop organisation and time management skills, self-discipline, skills in using out-of-school resources and personal responsibility for learning. Upper primary and secondary school students should use homework diaries. Diaries provide a means of regular communication between parents and the school. Failure by students to complete homework on a regular basis will be followed up with parents.

## Successful Practice

### Foundation – Year 4

Foundation to Year 4 homework should not be seen as a chore. Homework should:

- support class work by practising skills or gathering extra information or materials; and
- consist of daily reading to, with and by family members.

### Years 5 and 6

Care should be taken to ensure that undue pressure is not placed on students at this level, and that a balance is maintained between the demands of study and recreational pastimes. This can generally be achieved through good organisation and planning, and builds on the effective study habits already developed. Homework should:

- include daily independent reading; and
- support class work, projects and assignments, essays and research.

## Types of Homework

Homework will be:

- appropriate to the student's skill level and age
- interesting, challenging and, where appropriate, open ended
- balanced with a range of recreational, family and cultural activities
- purposeful, meaningful and relevant to the curriculum
- assessed by teachers with feedback and support provided.

Homework should include practice exercises - providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills, such as:

- completing consolidation exercises for Mathematics - memorisation of tables
- practising spelling words
- practising words or phrases learnt in a Language Other Than English
- reading for pleasure
- writing essays and other creative tasks
- practising and playing musical instruments
- practising physical education skills.





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Preparatory homework - providing opportunities for students to gain background information so they are better prepared for future lessons, such as:

- reading background material
- reading English texts for class discussion
- researching topics for class work
- collecting newspaper articles
- revising information about a current topic.

Extension assignments - encouraging students to pursue knowledge individually and imaginatively, such as:

- writing a book review
- making or designing an art work
- completing Science investigation exercises
- researching local news
- finding material on the Internet
- monitoring advertising in a newspaper.

Parents and caregivers can help their child by:

- encouraging them to take increasing responsibility for their learning and organization;
- observing and acknowledging their success and asking how their work is progressing;
- attending school events, displays and productions in which their children are involved;
- encouraging them to set aside a regular daily session to read and complete homework;
- setting an example by reading themselves;
- contacting the relevant teacher to discuss any problems their child is having with homework;
- discussing key questions or directing them to resources;
- helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities;
- checking on the homework set and ensuring they keep a homework diary;
- discussing homework in their first language, where English is not the main language spoken at home, and linking it to their previous experience.

## Foundation (Prep)

The Foundation curriculum focuses on developing the fundamental knowledge, skills and behaviours in English and Mathematics and other areas including physical and social capacities, which underpin all future learning.

### English

Growth in speaking and listening, reading and writing occurs interdependently, as part of the total language development of the child.

#### Reading and Viewing

The overall aim of the reading program is to develop a positive attitude towards reading and a high regard for books and literature. Reading is getting meaning from print. When students read, some of the information comes from the page, and some from their experience of the world and language.



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At Foundation, students match print and spoken text in their immediate environment. The students will learn to:

- recognise how sounds are represented alphabetically and identify sound-letter relationships
- read aloud simple print and electronic texts that include some frequently used words
- read from left to right with return sweep, and from top to bottom
- use title, illustrations and knowledge of a text topic to predict meaning
- use information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.

## Writing

Students are encouraged to write at every opportunity. The students are given the opportunity to write in a variety of forms and for different purposes. At Foundation, students will:

- write personal recounts and simple texts about familiar topics to convey ideas or messages
- use conventional letters, groups of letters, and simple punctuation
- become aware of the sound system and the relationships between letters and sounds
- form letters correctly, and use a range of writing implements and software.

## Speaking and Listening

Students are provided with opportunities to develop confidence with oral language through active listening, responding and clarifying when meaning is unclear. Such opportunities occur during:

- informal conversation
- presenting news to the class or group
- co-operative group activities
- reporting
- choral reading
- providing instructions to others
- drama

## Mathematics

Each student is assessed early in the year using the Early Years Numeracy Interview. The teacher uses this data to group students for focused teaching. These groups will constantly be changing according to the students' learning needs.

The Maths lessons will involve lots of hands on Maths work. Students will be more involved in Maths games to keep Maths enjoyable, and problem solving to keep Maths real. The emphasis will be more on manipulating materials rather than filling in worksheets.

## Number and Algebra

Students will:

- count the size of small sets using the numbers 0 to 20
- use one-to-one correspondence to identify when two sets are equal in size and when one set is larger than another
- form collections of sets of equal size
- use ordinal numbers to describe the position of elements in a set from first to tenth
- use materials to model addition and subtraction
- add and subtract by counting forward and backward using the numbers from 0 to 20.



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## Measurement and Geometry

Students will:

- recognise, copy and draw points, lines and simple free-hand curves
- identify basic two-dimensional shapes such as triangles, circles and squares and three-dimensional solids and objects such as boxes and balls
- place and orientate shapes according to simple descriptions such as ***next to, beside, in front of, behind, over*** and ***under***.
- compare length, area, capacity and mass of familiar objects using descriptive terms such as ***longer, taller, larger, holds more*** and ***heavier***
- make measurements using informal units such as paces for length, handprints for area, glasses for capacity, and bricks for weight
- recognise the continuity of time and the natural cycles such as day/night and the seasons
- correctly sequence days of the week
- use informal units such as heartbeats and hand claps at regular intervals to measure and describe the passage of time

## Statistics and Probability

Students will:

- recognise and respond to unpredictability and variability in events, such as getting or not getting a certain number on the roll of a die in a game or the outcome of a coin toss
- collect and display data related to their own activities using simple pictographs.

## Inquiry Learning

Inquiry units of work that make up the integrated studies program include 'Who am I?', 'How do we look after ourselves?', 'How do we care for the environment?' and 'Are animals important to us?'

Thinking tools such as Brainstorming, Questioning, using Graphic Organisers and de Bono's six thinking hats will play a part in the student's gathering and analysing of information.

Cooperative learning tasks are an essential part of the Integrated Studies program.

## Homework

Homework will:

- Mainly consist of the child reading the take home books daily.
- Using concrete materials to reinforce counting skills
- Generally not exceed 15 minutes a day and will not be set on weekends or during vacations.

Please note that the reading books sent home for your child are intended to be easy. Home reading is meant to consolidate and confirm current reading skills.

## Swimming Program

Each year the swimming program runs one day per week over eight weeks in Term 4 at SwimWorld.



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## Specialist Programs

### Visual Arts

All students in Foundation have 60 minute sessions every fortnight. All students must have their own art smocks to protect their school uniforms. The program is divided into six main areas- Painting, Printing, Drawing, Construction, Threads and Textiles and Construction. Each year level works in all areas through sequentially planned activities, with art topics linked to the classroom integrated curriculum (where possible). Other art activities will be linked to special times of the year (e.g. Christmas Art, Book Week). All students are encouraged to develop their creative and imaginative ideas and skills in these lessons.

### Library

Classroom teachers will follow a library program that enriches the classroom program. The program will follow as closely as possible to Victorian Curriculum and inquiry units of work. In this way the library becomes an important area for reading and borrowing. The students will become familiar with the various ways of shelving books in the correct places and learn to use the library computer for borrowing.

### Information and Communication Technology

Students use notebooks and iPads in the class during Literacy sessions, and often for Mathematics and Inquiry Learning. Information Technology is used as a tool for learning. Therefore, many of the skills learnt in the curriculum areas are often consolidated, and further developed, through computer programs, iPad apps and the internet.

### Languages - Japanese

The students have one 60 minute Japanese lesson each week. The program follows the units in the Foundation integrated curriculum wherever possible, and covers the dimensions of Communicating in the language, which includes speaking, listening, reading, and to a limited extent writing, and Intercultural knowledge and language awareness.

The students copy modeled language through games, songs and rhymes, and are encouraged to use Japanese as much as possible during the school week. Reading of whole words in the hiragana script is introduced through our whole school 'Word of the Week' program. A highlight is Japanese Day, held every second year, during which students take part in a variety of cultural activities linked to other areas of the curriculum.

### Performing Arts

Students have one 60 minute session each week. The main focus of the Performing Arts Program is to extend our students skills, knowledge and enjoyment. The program is devised to encourage active participation, creativity and enjoyment.

Dance - explore the language of movement using the body to explore various movements and feelings.

Drama - explore ideas through improvisation and acting.

Media - use various electronic equipment to record representations of real or imagined experiences.

Music - use voices, instruments and other objects to compose, improvise and perform.

### Physical Education

Physical Education in Foundation is designed to help students develop and extend their basic motor skills, create positive attitudes, and develop competence in making appropriate choices in the pursuit of an active, healthy lifestyle. The program is an integral part of the school curriculum with students being given the opportunity to improve skills relative to their own level of development. Components of the program include: ball handling skills, striking skills, movement patters, skipping, major and minor games, dance, swimming and gymnastics.



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## Levels 1 and 2 (Years 1 and 2)

Levels 1 and 2 curriculum focuses on developing the fundamental knowledge, skills and behaviours in English and Numeracy and other areas including physical and social capacities, which underpin all future learning.

### English

Growth in speaking and listening, reading and writing occurs interdependently, as part of the total language development of the child.

#### Reading and Viewing

The overall aim of the reading program is to learn the skills and strategies necessary, and to develop a positive attitude towards reading and an appreciation of books and literature. The students are helped to become independent readers by:

- Being read stories, poems, learning rhymes and songs
- Sharing book experiences, e.g. "big books"
- Engaging in oral/written activities
- Learning to select suitable books and being given the time to read them
- Being supported in their efforts to read so they believe they can do it.

Reading is gaining meaning from print. When students read, some of the information comes from the page, and some from their experience of the world and language. The students will be developing skills in:

- Oral reading.
- Silent reading
- Comprehension
- Fluency and phrasing
- The use of appropriate strategies for unknown words
- Analyzing texts and discussing purpose and features.

#### Writing

Students are encouraged to write daily during independent writing sessions. The students are given the opportunity to write in a variety of forms and for different purposes, including:

- Recount Writing
- Narrative
- Descriptive
- Procedural
- Information
- Poetry

Victorian Cursive Script is the handwriting style taught. Students should also be developing knowledge of the conventions of punctuation. They should also be becoming increasingly accurate in their spelling of phonetic and common words.



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## Spelling

Learning to spell is a component of learning to write. The aim of the spelling program is to help the students become confident, competent writers. It entails learning how written language works. In order to learn this, the students are exposed to many different forms of written language such as reading, word games, extensive writing. As the students use words and talk about them they will discover the regularities (and irregularities!!), patterns of written English and, using this knowledge, they will learn to spell. To support the above, learning program will cover:

- Oxford spelling lists of commonly spelt words
- Word families which contain the same sound or letter blends
- Personal spelling lists
- Personal dictionary word lists and frequently used words.

## Speaking and Listening

Students are provided with opportunities to develop confidence with oral language through active listening, responding and clarifying when meaning is unclear.

Such opportunities occur during:

- informal conversation
- presenting news to the class or group
- cooperative group activities
- reporting
- choral reading
- providing instructions to others
- drama.

## Mathematics

The Mathematics lessons will involve lots of active mathematics work. Students will be more involved in games to keep mathematics enjoyable, and problem solving to keep mathematics real. The emphasis will be more on manipulating materials rather than filling in worksheets.

### Measurement and Geometry

Students learn to identify, describe, classify, draw and make shapes and objects with reference to their component parts. They also develop an understanding of two-dimensional and three-dimensional shapes. Students learn to select and use appropriate informal and formal units to measure and compare attributes of everyday objects. They learn to use clocks and calendars, and to develop an understanding of digital and analogue time in hours and half hours.

### Associated Activities

- Building and sorting according to directions
- Names of common shapes in the environment
- Drawing objects from different viewpoints
- Length, Perimeter, Capacity, Mass, Time
- Estimation, awareness of boundaries and edges, awareness of the capacity of containers, awareness and comparison of mass, area and length.



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## Statistics and Probability

Students learn to collect data, represent it on a simple graph, and interpret graphs. They learn the language of chance, and identify familiar events that have an element of chance. They predict outcomes. Associated Activities include:

- Collection of data
- Using data to create simple graphs
- Interpreting graphs and data
- Predict outcomes of everyday events that have an element of chance

## Number and Algebra

Students apply an understanding of place value to recognise, order and record three-digit numbers. By the end of Year 2 they learn to skip count to 1000, and to identify, continue and devise number patterns. They develop strategies to assist in the recall of addition and subtraction of facts to 20. In story problems they learn to mentally add and subtract small numbers by counting forwards or backwards.

### Associated Activities

- Counting forwards and backwards by ones to 1000 starting from different numbers
- Counting by groups 2, 3, 4, 5 and 10 using number cards
- Counting to find a position (1st, 20th)
- Recognising and writing words to 20 (will extend)
- Money - recognition of coins and given amounts
- Putting numbers in order and making models of numbers
- Addition, subtraction, multiplication, division / sharing / how many groups
- Problem solving activities related to real life
- Sorting
- Games and puzzles, draughts, dot to dot
- Pattern in number
- Use of halves and quarters of a whole and a group.

## Inquiry Learning

The planning of the inquiry units of work are implemented over a two year cycle. Thinking tools such as brainstorming, questioning, using graphic organisers, using de Bono's six thinking hats and de Bono's CoRT will play a part in the students' gathering and analysing of information. Cooperative learning tasks are an essential part of Inquiry Learning.

## Homework

Homework will mainly consist of daily reading of 'take home' books and practising reading and writing Oxford Word List. Please note that the reading books sent home for your child are intended to be easy. Home reading is meant to consolidate and confirm current reading skills. We are reading books at a higher level in class, and are teaching the next stage in reading skills.

## Swimming Program

Each year the swimming program runs one day per week over eight weeks in Term 1 at SwimWorld.



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## Specialist Programs

### Visual Arts

All students in Year 1 and 2 have 60 minute sessions every fortnight. All students must have their own art smocks to protect their school uniforms. The program is divided into six main areas- Painting, Printing, Drawing, Construction, Threads & Textiles and Construction. Each year level works in all areas through sequentially planned activities, with art topics linked to the classroom integrated curriculum. Other art activities will be linked to special times of the year (e.g. Christmas Art, Book Week). Students are encouraged to develop their creative and imaginative ideas and skills in these lessons.

### Library

Classroom teachers will follow a library program that enriches the classroom program. The program will follow as closely as possible Victorian Curriculum and inquiry units of work. In this way the library becomes an important area for reading and borrowing. The students will become familiar with the various ways of shelving books in the correct places and learn to use the library computer for borrowing.

### Information and Communication Technology (ICT)

Students use notebooks and iPads in the class during Literacy sessions, and often for Mathematics and Inquiry Learning. Information Technology is used as a tool for learning. Therefore, many of the skills learnt in the curriculum areas are often consolidated, and further developed, through computer programs, iPad apps and the internet.

### Languages - Japanese

The students have one 60 minute Japanese lesson each week. The program follows the units in the Level 1 and 2 integrated curriculum wherever possible, and covers the dimensions of Communicating in the language, which includes speaking, listening, reading, and to a limited extent writing, and Intercultural knowledge and language awareness. The students copy modeled language through games, songs and rhymes, and are encouraged to use Japanese as much as possible during the school week. Reading of whole words in the hiragana script is introduced through our whole school 'Word of the Week' program. A highlight is our Japanese Festival which is held every two years, during which the students take part in a variety of cultural activities linked to other areas of the curriculum.

### Performing Arts

Students have one 60 minute session each week. The main focus of the Performing Arts program is to extend our students skills, knowledge and enjoyment. The program is devised to encourage active participation, creativity and enjoyment in the areas of dance, drama, media and music. Many students at school also participate in our Tutor Music programs for guitar, piano, violin and keyboard. Students in Year 2 are invited to join the school choir.

### Physical Education

Physical Education in Level 1 and 2 is designed to help students develop and extend their basic motor skills, create positive attitudes, and develop competence in making appropriate choices in the pursuit of an active, healthy lifestyle. The program is an integral part of the school curriculum with students being given the opportunity to improve skills relative to their own level of development. Components of the program include: ball handling skills, striking skills, kicking skills, movement patters, skipping, major and minor games, dance, swimming and gymnastics. Emphasis is placed on developing a positive self-image, healthy attitudes, basic and complex motor skills, the values of sportsmanship and a sense of achievement. Students will begin to take part in minor games that lead into sports they will take part in during Level 3 and 4.





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## Levels 3 and 4 (Years 3 and 4)

The Level 3 and 4 curriculum focuses on developing the fundamental knowledge, skills and behaviours in English and Mathematics and other areas including physical and social capacities, which underpin all future learning.

### English

#### Reading and Viewing

All students will be involved in reading activities that encourage enjoyment, fluency and understanding. The reading activities will include working on the strategies from the CAFÉ program.

C Comprehension

A Accuracy

F Fluency

E Expanding Vocabulary

Reading activities will include:

- comprehension reading tasks
- individual, ability groups and whole class reading
- stories, poems, factual pieces, books, magazines
- reading material focused on the inquiry investigation
- book club activities and discussions

#### Writing

Students will write following 'The Writers Steps' of:

1. Planning
2. Drafting
3. Revising
4. Editing
5. Publishing
6. Displaying

Students will create their own ongoing writer's notebook as inspiration for their writing

Writing activities can include:

- writing narratives, persuasions, procedures, recounts, explanations and poems
- individual, ability group and whole class writing
- grammar and punctuation activities
- strategies for revising and editing
- rocket writing.

Students will also write in their own choice of genre and topic for independent writing

Emphasis will be on:

- using capitals, full stops, commas
- using paragraphs, talking marks, headings
- increasing rich vocabulary, sentence structure and length of pieces
- revising and editing.



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R.E.S.P.E.C.T.

## Spelling

Focus will be on learning to spell:

- common words they use in their writing
- common words that are consistently misspelt by students
- letter patterns (e.g. "a-e" game, gave, late, "igh" light, midnight)
- vocabulary from their inquiry units of study e.g. science words or history words

These words will be included in spelling lists that students will work on throughout the year.

## Handwriting

Students will be encouraged to write neatly and to set out written work carefully. Students in Year 3 will learn to join letters according to the Victorian Modern Cursive Script. Students in Year 4 will begin to write in pen and will be awarded their pen licence.

## Speaking and Listening

Students will be encouraged to speak clearly and fluently and to listen politely and thoughtfully.

Speaking and listening activities will involve

- giving formal talks (e.g. class meetings)
- informal talks (i.e. presenting their group's findings)
- class and group discussions
- asking and answering questions
- responding to text in teacher-student conferences
- expressing opinions

Growth in reading, writing, speaking and listening occurs interdependently as part of the total language development of the student.

## Mathematics

### Number and Algebra

Students use structured materials and activities.

#### Number and place value

- identify odd and even numbers
- order numbers to at least 10 000
- rearrange and regroup numbers to at least 10 000
- extend place value to tenths and hundredths
- connect between addition and subtraction
- investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9
- recall facts up to  $10 \times 10$  and related division
- devise strategies for multiplication and for division where there is no remainder.

#### Fractions and decimals

- use fractions including  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$  and their multiples to a complete whole
- make connections between fractions and decimal notation.

#### Money and financial Mathematics

- purchase and calculate change to the nearest five cents.

#### Patterns and algebra

- explore and describe number patterns resulting from performing multiplication.



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## **Measurement and Geometry**

### Using units of measurements

- measure, order and compare objects using familiar metric units of length, mass and capacity
- use scaled instruments to measure and compare lengths, masses, capacities and temperatures
- compare objects using familiar metric units of area and volume
- convert between units of time
- use am and pm notation and solve simple time problems.

### Shape

- compare the areas of regular and irregular shapes by informal means
- compare and describe two dimensional shapes that result from combining and splitting common shapes
- make models of three-dimensional objects and describe key features.

### Location and transformation

- create and interpret simple grid maps to show position and pathways
- use simple scales, legends and directions to interpret information contained in basic maps
- create symmetrical patterns, pictures and shapes.

### Geometric Reasoning

- identify angles as measures of turn and compare angle sizes in everyday situations
- compare angles and classify them as equal to, greater than or less than a right angle.

## **Statistics and Probability**

### Chance

- conduct chance experiments, identify and describe possible outcomes and recognise variation in results
- identify questions or issues for categorical variables
- identify everyday events where one cannot happen if the other happens
- identify events where the chance of one will not be affected by the occurrence of the other.

### Data representation and interpretation

- identify data sources and plan methods of data collection and recording
- collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs
- interpret and compare data displays
- select and trial methods for data collection, including survey questions and recording sheets
- construct suitable data displays from given or collected data
- evaluate the effectiveness of different displays in illustrating data features including variables.



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## Homework

The Level 3 and 4 teachers set regular, weekly homework which involves English, Maths and Inquiry Learning. Parental guidance is encouraged.

### Reading

Ensure your child reads every day and encourage them to read a wide range of materials. Students are encouraged to borrow suitable novels and books for home in their library lessons.

### Mathematics

Parents are encouraged to use real-life maths situations, like grocery shopping, to give their students opportunities to use mathematical thinking skills. Times table facts need frequent practice at home. Short practice every day is recommended. The Mathematics computer tasks are also expected to be completed every week.

### Spelling

Students are encouraged to practice words from their spelling lists and work on investigating word patterns.

## NAPLAN – (National Assessment Program – Literacy and Numeracy)

All students in Year 3 will be tested in the Key Learning Areas of English and Mathematics during Term 2. Students will be given practice examples in class and tasks from previous years will be given as homework. This will help students to become familiar with the expectations of NAPLAN.

The NAPLAN tests will assess:

- Reading
- Writing
- Language Conventions (including spelling, grammar and punctuation)
- Mathematics

The results from the NAPLAN will be used for individual student reporting to parents, school reporting and aggregate reporting against national standards. Further information on NAPLAN tests will be given to parents closer to the dates.

## Camp

The Level 3 and 4 camp is held in Term 4 at two alternating venues. Every even year it is held at Forest Edge in Neerim, and every odd year at Phillip Island. Detailed information will be given at our Camp Information Night, early in Term 3. All students in Years 3 & 4 attend camp together.

## Inquiry Learning

Inquiry learning leads the students to explore the world they live in. The topics are based on the interest subjects of Science, Health, Humanities, Civics and Citizenship and Technology. The students are guided through the inquiry stages of tuning in, sorting out, finding out, taking action and reflecting on their learning.

## Swimming Program

Each year the swimming program runs one day per week over eight weeks in Term 1 at SwimWorld.



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## Specialist Programs

### Visual Arts

All students in Years 3 and 4 have a 60 minute session each week. All students must have their own art smocks to protect their school uniforms. The Art/Craft course is divided into six main areas- Painting, Printing, Drawing, Construction, Threads & Textiles and Construction. Each year level works in all areas through sequentially planned activities, with art topics linked to the classroom integrated curriculum (where possible). Other art activities will be linked to special times of the year. (e.g. Christmas Art and Book Week). All students are encouraged to develop their creative and imaginative ideas and skills in these lessons.

### Library

Students attend the library every week. The library is an important area for research, reading and literature appreciation. Students will become familiar with library organisation and in particular the Dewey Decimal System.

### Information and Communication Technology (ICT)

Students use notebooks and iPads in the class during Literacy sessions, and often for Mathematics and Inquiry Learning. Information Technology is used as a tool for learning. Therefore, many of the skills learnt in the curriculum areas are often consolidated, and further developed, through computer programs, iPad apps and the internet.

### Languages - Japanese

The students have a 60 minute Japanese lesson each week. The program covers the dimensions of Communicating in the language, which includes speaking, listening, reading, and writing, and Intercultural knowledge and language awareness. The students read and write the hiragana script, and are encouraged to use Japanese as much as possible during the school week. The students copy modeled language through games, songs and rhymes, and are encouraged to use Japanese as much as possible during the school week. Reading of whole words in the hiragana script is introduced through our whole school 'Word of the Week' program. A highlight is our Japanese Festival which is held every two years, during which the students take part in a variety of cultural activities linked to other areas of the curriculum.

### Performing Arts

Students have weekly 60 minute weekly sessions. The main focus of the Performing Arts Program is to extend our students skills, knowledge and enjoyment. The program is devised to encourage active participation, creativity and enjoyment. Dance - explore the language of movement using the body to explore various movements and feelings. Drama - explore ideas through improvisation and acting. Media - opportunities to use various electronic equipment to record representations of real or imagined experiences and to explore how these experiences can be portrayed through film and other media. Music - use voices, instruments and other objects to compose, improvise and perform. Many students at school also participate in our Tutor Music and Mad on Music Programs for guitar, piano, violin and keyboard. Students will also have the opportunity to join the school choir and Dance Club.

### Physical Education

Physical Education in Level 3 and 4 is designed to help students develop complex motor skills, positive attitudes, and competence in making decisions in the pursuit of an active, healthy lifestyle. The program is an integral part of the school curriculum with students being given the opportunity to improve skills relative to their own level of development. Components of the program include: ball handling skills, striking and fielding skills, kicking skills, minor and major games, fitness training, skipping, gymnastics, athletics and swimming. During Level 3 and 4 the students compete in Year 3/4 sport within the school and carnivals against other schools in our district. Emphasis is placed on learning the skills and basic strategies of games that can be implemented into a number of different sports.



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## Levels 5 and 6 (Years 5 and 6)

Students in Level 5 and 6 are treated as individuals with individual skills and needs.

We recognise the developmental stages of adolescence, which most typically fall somewhere within the age range 10 - 15 years and Levels 5 – Year 9. Adolescent development is characterised by the growth of independent thought and activity and is accompanied by major physical, emotional and social change as young adolescents search for their identity as an individual.

The educational program of middle years schooling looks carefully at the social, emotional, physical and intellectual needs of the young adolescent. We recognise that students have their own learning styles and learn at different rates. We have high expectations of each student and will support them to develop positive self-esteem and achieve their best.

### English

We have a whole school approach to teaching reading. During reading sessions students are explicitly taught the CAFÉ reading strategies which they practise during Independent Reading. In Levels 5 and 6, students read a wide variety of multimodal texts which include stories, novels and poems. They read tables, use diagrams and analyse computer-based information.

The writing and speaking skills being demonstrated in research and stories indicate that students are becoming more complex thinkers and are consolidating their learning in relation to texts and language.

Their English skills are used to present ideas and information in visual presentations and to edit, correct and speak about work, demonstrating standards achieved in other areas of learning.

### Writing

During Independent Writing students will write following 'The Writers Steps' of:

1. Planning
2. Drafting
3. Revising
4. Editing
5. Publishing
6. Displaying

The following types of writing are further developed in Levels 5 and 6:

- factual (researching and writing facts)
- explanation (how something works)
- procedural
- reports and recounts
- narrative (fiction)
- arguments/persuasive (exposition) and discussion
- opinion writing
- various forms of poetry



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## English

Students will focus on developing the structure of their writing through:

### Vocabulary Development

- create lists of words they will need for their inquiries and writing which are linked to the investigations being done in their inquiry units
- develop rich vocabulary by using a writer's notebook, dictionary, thesaurus and other word lists.

### Spelling

- use vocabulary lists, letter clusters and word origins for closer study.
- revise words that students are expected to know at this level
- revise common spelling errors and usage

### Grammar

Conventions being taught and revised during writing lessons will include:

- use of capital letters, commas, quotation marks, full stops and question marks
- the apostrophe (possession and contraction)
- finding interesting and mature, challenging words rather than - did, got, then
- correcting grammatical errors as they arise

### Reading and Viewing

Students are expected to read for a **minimum period of 30 minutes** uninterrupted silent reading at home each day. It is advisable for parents to discuss novels with students to make sure they are reading with understanding. Three types of reading will be taking place:

#### Independent Reading

All the class spaces have class libraries that allow students to choose books that are 'Good Fit books' and that they are interested in. Through one on one conferencing, students set personal reading goals, with the assistance of the teacher, that they focus on during independent reading time. Independent reading consists of a whole class mini lesson to model reading strategies to students, followed by 20 minutes for students to focus on their personal reading strategies.

#### Teacher/Student Directed

Our reading activities focus on studying text including media, non-fiction and fiction. Students participate in mini lessons, focus groups, workshops, book club, literature circles and 'turn and talk'. For example, in literature the students will:

- explore story maps (graphic representations of the main events)
- identify settings
- explore vocabulary linked to different settings
- consider characterisation
- create plot plans
- consider the style or mood of the writing
- Identify the way an author presents ideas and information
- Infer underlying messages and morals

#### Researching for Information

Students need to understand information they read from a variety of resources and be able to re-write into their own words showing a high level of understanding and analysis of reading material. Students learn how to reference their sources.



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## Speaking and Listening

A focus on oral activities helps students articulate and extend their own understandings as they hear the opinions and ideas of others. Activities are organised to develop skills which promote:

- asking relevant interview questions
- elaborating on another group member's discussion
- helping other class members put forward ideas
- summarising the point of view and work of a group
- thinking about the work of a group and evaluate what has been learnt
- role playing situations created in class
- talking about the possible moral or meaning of a story
- speaking to an audience and holding their attention
- listening for the gathering of information

## Handwriting

Students are encouraged to write legibly at all times, and develop their own neat writing skills. Handwriting lessons are included as required.

## Mathematics

We work to develop an understanding of the individual mathematical needs and skills of each student. We have high expectations depending on the abilities of each student and provide suitable tasks to meet individual needs.

Students become familiar with a range of mathematical tools, such as compasses, protractors, calculators, measuring tapes, rulers and stop watches.

Our teaching focuses on the proficiency strands Understanding, Fluency, Problem Solving and Reasoning which are an integral part of mathematics content. The proficiencies reinforce the significance of experimenting, investigating, thinking and explaining mathematics.

Small groups of students are selected for intensive teaching and support if they are having difficulty with an aspect of their work. Extension activities are provided for the students that are ready for those challenges. Students will be encouraged to take part in the Australian Mathematics Competition and the Maths Olympiad Competition.

The content is covered through three main strands - Number and Algebra, Measurement and Geometry, and Statistics and Probability.

### Number and Algebra

- extend their understanding of whole numbers, fractions and decimals
- use patterns and arrays to develop understanding of multiples, factors, prime and composite numbers
- recognise and use simple powers.
- investigate and use equivalent forms of common fractions
- order fraction and decimals and locate them on a number line
- investigate temperature and other contexts to develop the concept of negative numbers
- devise and use mental and written algorithms and routinely make estimations and approximations in calculations and make judgements about their accuracy.





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## Measurement and Geometry

- estimate and measure lengths (including perimeter), area (including surface area), volumes, capacity, time (including duration) and temperature in metric units using appropriate instruments and scales.
- identify and sort shapes by properties, such as parallel and perpendicular lines
- use the ideas of angle, size and scale to describe features of shapes and solids
- represent solids (e.g. prisms, pyramids, cylinders and cones) as two-dimensional drawings and nets
- visualise and describe relative location and routes between places shown on a map.

## Statistics and Probability

- estimate and describe the chance of random events using words, percentages and fractions or decimals between 0 and 1.
- plan and conduct questionnaires to collect data for a specific purpose
- recognise different data types such as categorical and numerical, discrete and continuous
- organise and present grouped and ungrouped data using displays such as simple frequency tables and histograms.

More information is available at the Victorian Curriculum and Assessment Authority website  
<http://ausvels.vcaa.vic.edu.au/Mathematics/Curriculum>

## Inquiry Learning

The inquiry units of work allow the students to move across the domains as they learn about their world. Because of the interrelatedness and the interdependency of these domains it is impractical to treat them as separate, isolated areas and much of the learning in Level 5 and 6 takes place within a topic that combines many domains. The inquiry units of work are implemented over a two year cycle.

Thinking tools such as Brainstorming, questioning, effective researching and using Graphic Organisers, will play a part in the student's gathering and analysing of information.

Students guide their learning by forming questions that interest them. Independent research, referencing, and using a variety of sources such as books, the internet, newspapers and social media are all a part of inquiry learning. Students complete units of work using design briefs to guide their work and are given choice in presentation.

## Specialist Programs

### Visual Arts

All students in Years 5 and 6 have a 60 minute session every week. All students must have their own art smocks to protect their school uniforms. The Art/Craft course is divided into six main areas- Painting, Printing, Drawing, Construction, Threads & Textiles and Construction. Each year level works in all areas through sequentially planned activities, with art topics linked to the classroom integrated curriculum (where possible). Other art activities will be linked to special times of the year. (e.g. Christmas Art and Book Week). Students are encouraged to develop their creative and imaginative ideas and skills in these lessons.



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## Library

The library lessons will follow as closely as possible to Victorian Curriculum and inquiry units of work. In this way the library becomes an important area for research and reading. Students in Levels 5 and 6 will be using the library computer to borrow and return as well as search for relevant information. They will become familiar with the library layout and in particular the Dewey Decimal System. The literature program will expose them to a variety of authors and illustrators. The students will be involved in critical literacy activities in library sessions.

## Information Technology

All students have access to computer technology. Students also use laptops and iPads in the class as a tool for learning. The students will be working on developing computer skills using a range of educational software. Students will have practise in researching through the Internet and communicating with their peers and teachers. Students have the opportunity to be part of the BYO iPad program, where they can use their personal iPads in classroom learning.

## Languages - Japanese

The students have a 60 minute Japanese lesson each week. The program follows the units in the Level 5 and 6 integrated curriculum wherever practicable, and covers the dimensions of Communicating in the language, which includes speaking, listening, reading, and writing, and Intercultural knowledge and language awareness. The students read and write the *hiragana* script. They are also introduced to *Katakana* script used in their names and some *Kanji* script as well. The students are encouraged to use Japanese as much as possible during the school week. The students copy modeled language through games, songs and rhymes, and are encouraged to use Japanese as much as possible during the school week. Reading of whole words in the hiragana script is introduced through our whole school 'Word of the Week' program. A highlight is our Japanese Festival which is held every two years, during which the students take part in a variety of cultural activities linked to other areas of the curriculum.

## Performing Arts

Students have 60 minute weekly sessions. The main focus of the Performing Arts Program is to extend our students skills, knowledge and enjoyment. The program is devised to encourage active participation, creativity and enjoyment. Dance - explore the language of movement using the body to explore various movements and feelings. Drama - explore ideas through improvisation and acting. Media - use various electronic equipment to record representations of real or imagined experiences and will explore how these experiences can be portrayed through film and other media. Music - use voices, instruments and other objects to compose, improvise and perform. There will also be a focus on learning how to read and play music through the use of various instruments. Many students at school also participate in our Tutor Music and Mad on Music Programs for guitar, piano, violin and keyboard. Students will also have the opportunity to join the school choir and senior dance group.

## Physical Education and Sport

Physical Education in Level 5 and 6 is designed to help students develop complex motor skills, positive attitudes, and competence in making decisions in the pursuit of an active, healthy lifestyle. The program is an integral part of the school curriculum with students being given the opportunity to improve skills relative to their own level of development. Students are taught the majority of skills through the Teaching Games for Understanding approach. This approach involves students being engaged in activities that require higher level thinking and reflective processes. Components of the program include net and wall games, striking and fielding games, territorial and invasion games, minor and major games, fitness training, gymnastics, athletics and swimming. In Level 5 and 6, the students compete in rostered sports and carnivals against other schools in our district. Emphasis is placed on learning the rules, strategies and skills for selected sports that students compete in. Students are required to wear the white school polo during 5/6 sport.



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## **NAPLAN – (National Assessment Program – Literacy and Numeracy)**

All students in Level 5 will be tested in the Key Learning Areas of English and Mathematics during Term 2. Students will be given practice examples in class to prepare them for the format of NAPLAN and to familiarise them with the style of questions. This will help students to become familiar with the expectations of NAPLAN. The NAPLAN tests will assess Reading, Writing, Language Conventions (including spelling, grammar and punctuation) and Mathematics.

The results from the NAPLAN will be used for individual student reporting to parents, school reporting and aggregate reporting by States and Territories against national standards. Further information on NAPLAN tests will be given to parents closer to the dates.

## **Swimming Program**

Each year the swimming program runs one day per week over eight weeks during Term 2.

## **Camp**

The Levels 5 and 6 camp is held in Term 3 at two alternating venues. Every even year it is held at The Summit Camp in Trafalgar and every odd year at Maldon. Detailed information will be given at our Camp Information Night. All students in Levels 5 and 6 attend camp together for The Summit but in Levels for Maldon due to safety. Students will have the opportunity to be part of a 'Bike Education' program before they attend the 'Maldon bike riding' camp.

## **Homework**

Homework will consist mainly of:

- independent reading on a daily basis
- use of the Mathletics program on a weekly basis
- open-ended tasks, problem solving, assignments (e.g. Book reports), essays and research linked to our inquiry units
- spelling activities using personalised words

Diaries will be used for students to keep a record of their home reading, to list homework requirements, keep track of school events and as communication between home and school.

\* \* \*