

2021



Mulgrave  
Primary School

**PARENT  
INFORMATION  
HANDBOOK  
2021**

**MOTIVATED | PERSISTANT | SUCCESSFUL**

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## Welcome – Principal’s Message

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Established in 1879, Mulgrave Primary School brings a proud history and tradition and blends it with 21<sup>st</sup> century teaching and learning best practice. Our school boasts a strong sense of ‘community’. Teachers, parents and students work together to ensure that we offer the best teaching and learning opportunities for all of our students. Our quality programs seek to identify the individual learning needs of every child and teach accordingly so that all students are provided with the opportunity to reach their individual potential. We offer a broad range of timetabled Specialist programs including Science, Physical Education, Music, Visual and Performing Arts and Spanish. The school is very well resourced with ample computer technology and curriculum resources to meet the needs of all of our students through a collaborative approach to teaching and learning.

Our school offers a warm learning environment where every student is catered for. Our aim is to engage every child at their point of need and to work with parents to deliver excellent academic outcomes each and every year.

It is my hope that any visitor to Mulgrave Primary School can see this vision coming to fruition through our actions and through the development of all of our students. In addition, the school aims to be as accessible as possible and I am always happy to meet with parents and students to discuss their individual needs. Recently we have also implemented several tools to assist our parent community – Apps such as Qkr! and our latest communication app Xuno, are designed for convenience and enable parents to process payments, receive communication and access meeting scheduling from home.

I welcome families to come and see the school at any of our advertised school tours or, if preferred, through a private tour by appointment.

**Mr. Charles Spicer**



Principal

### Our school vision is:

*“To nurture a collaborative environment that enhances knowledge and supports social, emotional and academic growth; maximising our potential to become effective members of our learning community”.*

### School Rules:

**RESPECT:** Always show respect for yourself and others, accepting everybody equally and remembering our manners.

**SAFETY:** Be aware of what is around you at all times and behave, learn and play in a safe manner.

**LISTEN:** Listen attentively to your teachers and peers at all times.

**RESPONSIBILITY:** Always take ownership of your behaviour, words and actions and realise that your choices impact on others.

**RESILIENCE:** being able to cope with challenging situations and make good choices.

## School Term Dates – 2021

- Term 1: 27th January - Staff only resume, Students start - 28th Jan - 1st April
- Term 2: 19th April – 25th June
- Term 3: 12th July – 17th September
- Term 4: 4th October – 17th December

## Curriculum (Pupil Free) Days – 2021

- Wednesday 27th January 2021

**Thursday 28 January 2021 – All students return to Mulgrave PS**

- Friday 5<sup>th</sup> March 2021
- Tuesday 15<sup>th</sup> June 2021
- Monday 1<sup>st</sup> November 2021

## Public Holidays – 2021

Labour Day	Mon, 8 Mar 2021
Good Friday	Fri, 2 Apr 2021
Easter Monday	Mon, 5 Apr 2021
Anzac Day	Sun, 25 Apr 2021
Queen's Birthday	Mon, 14 June 2021
Friday before the AFL Grand Final	Likely Fri, 24 Sept 2021
Melbourne Cup	Tue, 2 Nov 2021

## Contacting Mulgrave Primary School

Address:	23-31 Gladeswood Drive, Mulgrave, Victoria, 3130.
Telephone:	(03) 9795 2477
Fax:	(03) 9795 4884
Email:	<a href="mailto:mulgrave.ps@education.vic.gov.au">mulgrave.ps@education.vic.gov.au</a>
Web:	<a href="https://mulgraveps.vic.edu.au/">https://mulgraveps.vic.edu.au/</a>
Principal:	Mr Charles Spicer
Assistant Principal:	Mr Stuart Hattwell
Assistant Principal:	Mr Tom Boyle
Business Manager:	Suzy Shaw
Office Administration:	Christine Miller

## 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: [CLICK HERE - STRATEGIC PLAN](#)

### Our Learning Community

Mulgrave 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

Our "Learning Community Model" is an evolving process that is continually maturing and increasing in its effectiveness. The school is committed to developing an understanding among school community members of their role and responsibility in nurturing the school as understanding 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
- 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.



## School Routine

### School Bell Times – Normal Day

8.58am	Music – Line up at the classroom
9.00am	Bell - students begin their class work
9.00am - 10.55am	Class time (morning block)
10.55am - 11.00am	Morning snack (students eat in their classrooms)
11.00am - 11.30am	Recess
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):

8.58am	Music – Line up at the classroom
9.00am	Bell - students begin their class work
9.00am - 10.55am	Class time (morning block)
10.55am - 11.00am	Morning snack (children eat in their classrooms).
11.00am - 11.50am	“Lunch” play
11.50am - 1.50pm	Class time (students eat lunch in class at 1.30pm)
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, Level 1 and Level 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 and Morning Snack

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 in class from 10.55am to 11.00am prior to recess. A piece of fruit or similar snack is suitable. Students are to bring their own named water bottle.

### Lunch

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

## Nuts and Nut Products at School

To help ensure the safety of all children, we request that students should not bring 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

We have a number of students at our school who are anaphylactic. Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. Certain foods and insect stings are the most common causes of anaphylaxis. It is for this reason that we ask families to please follow these guidelines when bringing food to the school for a birthday.

It is very difficult to monitor the ingredients in foods that are brought in for birthdays. All food items must be individually wrapped with the exception of the cupcakes. Families will need to provide a full list of ingredients or, if it is a store brought item the ingredients will be listed on the packets.

Please talk to your classroom teacher to arrange time and delivery.

Please refer to the school website to view the school's Anaphylaxis Policy [Anaphylaxis-Policy](#)

## Punctuality

Regular and punctual attendance is a strong expectation at MPS. 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 expected to be away for more than one day. Please Notify school via the following options:

1. Xuno Student Attendance App
2. Classroom teacher on Classroom DOJO
3. Telephone the school office 03 9795 2477, OR
4. Email the school office [mulgrave.ps@edumail.vic.gov.au](mailto:mulgrave.ps@edumail.vic.gov.au)



## Late Arrivals

When a student arrives after the 9.00am bell, come to the office reception area first and they will need to be signed into Xuno on the iPad. This prints out a pass and will automatically update their attendance from “absent” to “late arrival”. If a student arrives at class after the roll has been marked and does not sign in, the teacher will send the student back to the office to sign in and 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 Xuno on the iPad. As a courtesy, we ask that you notify the teacher prior to any planned early departure, by way of class dojo, email or calling the school office. A note maybe sent to school with your child.

## School Drop Off and Pickup

Yard duty teachers are present in the school yard from 8.45am each morning, with the bell music going at 8.58am to go to lineup at their classroom. The bell ring at 9.00am to commence the day. We ask that all students arrive at school no later than 8.57am. Any student at school before 8.45am MUST be supervised by a parent/guardian or be booked into before school care.

Students are dismissed 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. If a parent realises they will be late to collect their child, they should notify the office staff. If it is before 1.30 please do the teacher. 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 write your child’s **full name and class** when you send any form of correspondence or money to school in a sealed envelope.

## Parent-Teacher-Student Interviews & Student Reports

A getting to know you interview is at the start of each year. Then the school holds formal parent-teacher-student conference once each year - in Term 3. Student academic reports are written twice each year - at the end of Semester 2 and the end of Semester 4 (End of year).

All student reports are available for parents to access on Xuno while their child is a student at MPS. Families should therefore print their child’s academic reports before they exit MPS.

## School News

School notices, the school Newsletter/Dates to Remember and our latest news means of communication between the school and our families. The school Newsletters/Dates to Remember are published on the school website fortnightly on Thursdays during school terms.

It is important that parents log onto Xuno regularly (at least twice each week) to check and approve their child's attendance information and to read newsfeeds. Xuno login details are distributed to new families once their child has commenced classes at MPS. Please contact the office if you are having any questions or need assistance.

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 and onto Xuno News. 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.

Please go to the school website: <https://mulgraveps.vic.edu.au/> and click on "News and Events" <https://mulgraveps.vic.edu.au/news-and-events/>

## 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 and kept up to date 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 three lost property tubs in the school outside the grade 1 rooms under a sheltered area. Any lost property items not claimed by the end of each term that are without a name clearly marked will be donated to an opportunity shop.

## Car Parking

**The school car park is strictly reserved for staff only.** Please DO NOT drive into/onto the school grounds. Roadside 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 via Xuno on the iPad as a visitor and you will get a printed visitors pass. All visitors should carry their working with children check photo identification at all times

## 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 Mulgrave 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/volunteer help and you hold a current WWC Check, you must carry your WWC Check at all times as you will need to enter the details from your WWC Check into Xuno on the iPad, whilst on the premises.

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.workingwithchildren.vic.gov.au/home/about+the+check/purpose/working+with+children+act/>

## Incursions/Excursions

During their time at school, your child will have the opportunity to participate in school incursions/excursions. These events compliment the curriculum and we encourage all parents to give their child/ren permission to participate.

Planned incursions/excursions are sent home in a paper form. Parents will need to provide consent and payment by the due date, for their child to participate by returning the form by the set date. Some incursions/excursions will involve an additional cost which will be 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 the 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 signed 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. 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, preferably within 3 working days of the date of the event being published.

## Sending Money to School

The available methods of payment at MPS are:

1. Our preferred method of payment is **Qkr!**
2. Come into the school office and pay by cash, credit card or EFTPOS. (Cash envelopes available at the foyer table, in reception area).
3. Pay online with BPay. BPay details are on your family statement.
4. Telephone the school office with your credit card details.

School receipts are sent home with the respective students via kiddy mail once the payment has been receipted.

## Sun Smart Policy

At Mulgrave Primary School our Policy requires all students to wear their school hat when they are outside on school days, in term 1 and term 4. 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 provide sunscreen to students.

[SunSmart-Policy](#)

**\*Please ensure all hats and clothing items are named clearly.**

## Out of School Hours Care (OSHC) Program

The OSHC [Camp Australia](#) 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 Subsidy.

At Before School Care, students receive a nutritious breakfast. 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.

Register at: <https://www.campastralia.com.au/>



## School Council

The School Council extends a warm welcome to all parents of Mulgrave 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 8 times a year, commencing at 7.00pm.

## PFA – Parents and Families Association

**What is the PFA:**

- Promote school values
- Encourage family involvement
- Enhance communication between families and the school
- Create a warm and supportive environment
- Grow the community spirit
- Provide support to teachers
- Raise funds to benefit the school
- Regular communication via handouts, Xuno and a regular spot in the School newsletter

## 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 enjoy the library 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 one week. If your child's library book is lost or misplaced, you will be requested to replace the book or asked for a donation towards to cost.

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

# School Payments - Parent Payments Policy



The following is a summary of the main principles of the Parent Payments Policy:



## FREE INSTRUCTION

- Schools provide students with free instruction to fulfil the standard curriculum requirements as outlined in the Victorian Curriculum F-10, VCE and VCAL.



## PARENT PAYMENT REQUESTS

- Schools do not ask parents to pay for school operating costs (e.g. utility costs) or general and unspecified charges.
- Schools request payments from parents under three categories:

### Essential Student Learning Items

- Items and activities which the school deems essential for student learning.
- Parents may choose to purchase essential items through the school or provide their own.

### Optional Items

- Items and activities that enhance or broaden the schooling experience of students and are offered in addition to the standard curriculum.
- These are provided to students on a user-pays basis.

### Voluntary Contributions

- Voluntary contributions support the school to continue to be the best local school for all students and can be for general or specific purpose.
- Students will not be disadvantaged in any way if parents do not make a contribution.



## FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



## SCHOOL PROCESSES

- Schools obtain school council approval for their parent payment arrangements and upload their arrangements on their school's public website for transparency.



# Parent Payment Arrangements Policy

A fee schedule is provided to parents each year and includes the following:-

## Essential Student Learning Items

A list of items and activities which are essential for your child to learn the standard curriculum. The amounts may vary slightly between each year level. The list includes all stationery (supplied direct to your child), classroom materials, computer software and local excursion/incursions.

## Optional Items

Mulgrave Primary School offers a range of optional items and activities that are additional to the delivery of the standard curriculum. These items and activities are designed to broaden the school experience for your child. You will have the option to choose whether your child participates in these activities as they arise.

## Voluntary Contributions

Mulgrave Primary School welcomes your voluntary contributions to support our school. You can make a general voluntary contribution that goes towards all of our school's important priorities as well as providing additional activities and services for all students. Alternatively you can make a voluntary contribution to any of the specific priorities listed on the fee schedule. Your child will not be disadvantaged if you do not make a voluntary contribution. All records of voluntary contributions are kept confidential as well as your decision about whether to make a contribution or not.

## Payment Methods

Our preferred method of payment for all parent payments and contributions is by using the Qkr! app, however payment can also be made by cash, credit card, BPay (Biller Code: 87361, and using the unique family reference number provided) or by EFTPOS.

## Refunds

Our school will consider requests for partial or full refunds of payments made by parents on a case-by-case basis taking into account the individual circumstances. Generally we will not be able to refund payments made for items purchased or costs that have already been paid where those funds have already been transferred to a third party. For example camp costs when a child becomes unwell and cannot attend in circumstances where the payment has already been made or committed to a third party and no refund is available to the school. Where possible, we will make this clear to parents at the time of payment.

### Financial Support

Mulgrave Primary School understands that some families may experience financial difficulty and offers a range of support options, including:-

- Camps, Sports and Excursions Fund
- Confidential payment arrangements

Confidential discussion about accessing these services can be arranged by contacting our Business Manager, Suzy Shaw, on 9795 2477 or by emailing [mulgrave.ps@education.vic.gov.au](mailto:mulgrave.ps@education.vic.gov.au)

## School Uniform – PSW Glen Waverley

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

<b>SUMMER</b>	<u>Girls</u>	Shorts and short sleeve polo or dress, Hat	<u>Boys</u>	Shorts and short sleeve polo, Hat
	<u>Girls</u>	Skirt, Track Pants or dress or Winter Skirt, long sleeve polo, Bomber jacket	<u>Boys</u>	Track pants Long sleeve polo Bomber jacket

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

**Located:** Behind Officeworks

**Address:** 342-350 Springvale Road, Glen Waverley VIC 3150. (03) 9768 0335

[PSW – Mulgrave Primary School - Uniform Information & PSW Price List](#)

<b>Boys &amp; Girls (Yrs F – 6)</b>	Short Sleeve Polo Shirt	Navy with Logo	\$26.99
	Long Sleeve Polo Shirt	Navy with Logo	\$26.99
	Jacket	Navy with Logo	\$47.95
	Windcheater	Navy with Logo	\$33.95
	Slouch Hat OR Legionnaires Hat	Navy	\$14.95
	School Bag (Blue Logo)	Navy with Logo	\$49.95
<b>Boys Only (Yrs F – 6)</b>	Rugby Shorts	Navy	\$24.99
	Double Knee Tracksuit Pants	Navy	\$26.95
<b>Girls Only (Yrs F – 6)</b>	Skort	Navy	\$26.99
	Bootleg Pants	Navy	\$24.95
	Summer Gingham Dress	Check	\$26.99
	Box Pleat Skirt	Grey/Navy Check	\$57.95
<b>Boys &amp; Girls (Yr 6 only)</b>	Short Sleeve Polo (in addition to navy polo) & Named Last year Jacket	Year level Named commemorative with Logo	TBA
<b>Various</b>	Paint Resistent Artsmock		\$14.95
	Library/Book Bag		\$10.00
	Raincoat		
	Shoes - 1 x pair black leather school shoes and 1 x pair runners OR 1 x pair black, navy or school coloured runners		
	Socks - White ankle socks		

## Student Wellbeing

Mulgrave 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 'Resilience Project'
- The Buddy System
- The Student Leadership Program
- Public Speaking opportunities

Student engagement and wellbeing is taught and assessed as part of the Personal and Social Capability in the Victorian Curriculum and reflects our whole school values of **RESPECT-Relationships, Excellence, Support, Passion, Engagement, Choice, Trust and Honesty**. It is also embedded throughout other curriculum areas such as Health and Physical Education.

Student wellbeing and engagement involves students learning to:

- Recognise and regulate emotions
- Develop resilience skills
- Develop empathy for others and understand relationships
- Establish and build a framework for positive relationships
- Work effectively in teams and develop leadership skills
- Address challenging situations constructively

### 'The Resilience Project'

This year we introduced a new emotional wellbeing program to our school called "**The Resilience Project**".

'The Resilience Project' runs programs in schools around Australia. The aim of these programs is to develop students' resilience and improve their mental health.

This means we will be implementing their curriculum, which is closely linked to the personal and social capabilities in the Victorian Curriculum. This program has the same benefits as the 'Immersion' program as well as:

- The Resilient Youth Survey for Years 3-6 students
- A Resilience Profile Workshop for staff which focuses on the school's survey data and how it relates to The Resilience Project curriculum
- A personal student journal containing The Resilience Project Curriculum
- A Teacher Resource and access to additional resources via The Resilience Project resource hub
- Ongoing support in regard to program delivery and evaluation
- Additional lessons and curriculum support on current world events that explore resilience and mental health.

Please see the link to the program: [The Resilience Project](#)

## House System

At MPS, each student is placed in a house colour.

The students then compete for their house at events such as School Sports, House Cross Country and House Athletics. These events, together with the weekly house points system, help foster a sense of belonging and connectedness.

The houses at Mulgrave Primary School are in the process of having new names decided on, currently they are; Blue, Red, Yellow and Green.

## Buddy System

This is a peer support program which involves Level 5 and 6 students being “linked” to Foundation, Level 1 and Level 2 students. This link provides opportunities for the Level 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 - Level 6
- School Captains - Level 6
- Sports House Captains - Level 6
- Arts Captains - Level 6
- LOTE Captains - Level 6
- STEM Captains - Level 6
- Environment Captains - Level 6
- Enviro Club - Foundation - Level 6

## Public Speaking Opportunities

Public speaking opportunities exist for all students in the classroom, at the weekly whole school assembly and at special school events. Students holding leadership positions have additional public speaking opportunities and responsibilities as part of their leadership roles.

# Curriculum Support and Enrichment Programs

## Class Programs

Our class programs are planned according to the Victorian Curriculum and aim to engage students with their learning and enhance the academic, social and emotional development of our students.

## Specialist Programs

Students participate in the following specialist classes.

- Physical Education
- Performing Arts
- Language – Spanish 'Hola'

These provide valuable learning opportunities for all students.

## Social Service

Regular fundraising activities are organised by the Junior School Council with funds raised donated to designated causes, including The Cancer Foundation, Jeans for Genes, R.S.L. and more.

## Student Support Services

The Department of Education and Training employs a multi-disciplinary team of Psychologists, Speech Pathologists and Social Workers.

Student Support Services support schools and students by:

- providing advice and intervention relating to student learning, wellbeing and engagement
- providing diagnostic and/or assessment services
- building the capability of teachers, support staff, parents, guardians and carers
- providing therapy, counselling and/or intervention with students.

Parental consent is required prior to Student Support Services engaging with students. For information regarding accessing these services please see Stuart Hattwell, Assistant Principal.

## Camps

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

## Lunch Time Clubs

A variety of lunch time clubs are offered each year including sports, choir, Pokemon, robotics/digi maker/ coding, and many more.

## Instrumental Music Lessons

At an additional cost, students have the opportunity to enrol with one of the outsourced tutors at our school and study violin, piano, keyboard guitar or singing lessons.

Contact: <https://www.wonnies.com.au/>

## School Production

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

School productions take an enormous amount of time and effort to put together. What we are fortunate enough to see on the night is the result of months of planning and work. We have been extremely fortunate to have a wonderful band of people at Mulgrave Primary School who have been dedicated to the success of the wonderful productions Sally Bush writes, produces and creates. The next school production year is 2021.

## Wellbeing Officer

### Student and Family Support

Mulgrave Primary School is funded under the National School Chaplaincy Program to engage the services of a Student Wellbeing Officer. The role of this officer in our school is to support students, families and staff wellbeing. This support may take various forms e.g. discussions, referrals to agencies, working with student/s in activity groups, counselling and general pastoral care.

Our Student Wellbeing Officer is: Alison Hardaker, available Thursdays and Fridays.

A consent form will need to be filled out and signed once you have spoken with either Charles Spicer (Principal) or Stuart Hattwell (Assistant Principal) to discuss your support needs.

## EAL (English as an Additional Language)

The cultural capabilities of all students are valued and celebrated at Mulgrave Primary School. Catering for English as an Additional Language (EAL) students is a long term, whole school commitment. As part of our Strategic Plan, we have developed a whole school approach to meet the educational needs of EAL students. Some EAL students require targeted teaching, extra time, support and exposure to English. These students will be working with an EAL specialist teacher in small groups to develop and extend their literacy skills. Classroom teachers are also aware of the diverse needs of EAL students and use teaching strategies aimed at further developing the level of competency and confidence in English for these students.

## Wellbeing and Discipline

Mulgrave Primary School follows a School Wide Positive Behaviour Model. This model 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 Wellbeing and Discipline Programs and Strategies

### Primary Prevention

- School Wide Positive Behaviour Model which focuses on restorative practice and positive reinforcement.
- 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
- The Resilience Project
- Health Education Program
- Multicultural Program
- Bully Stoppers Program
- Student Code of Conduct
- Getting to know you interviews
- Parent/Teacher/Student Interviews
- Cyber safety sessions
- Student Leadership Training

### Intervention

- Individual Student Behaviour Plans
- Counselling sessions (DET - School Psychologist/Social Worker)
- Parent Teacher Interviews
- Program Support Group Meetings
- Links with outside agencies



# Student Health

## School Medical Service

Each year, a school nurse employed by Monash City Council, visits the school and conducts health examinations for 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 must be completed and signed by the parent/guardian.** Medication (other than for asthma) **CANNOT** be kept in school bags or classrooms. All medication including asthma medication taken at school, must be administered under the supervision of a staff member, in the sickbay or at the office, 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/).

## Student Learning

Mulgrave 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 Creative 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 opportunities to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is guided by the Victorian Curriculum and planned and taught sequentially, providing opportunities 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 set daily reading as a minimum homework expectations 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>• Performing Arts</li> <li>• Visual Arts</li> <li>• Visual Communication</li> </ul> <p>Design 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>Mathematic</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</p> <p>Thinking Ethical</p> <p>Intercultural</p> <p>Personal and Social</p>

## Assessment and Reporting

Mulgrave 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. The student report will include reporting in all domains according to the Level guidelines.

Reports are uploaded onto each families private 'Family Xuno'.

## 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 (National Assessments for Literacy and Numeracy) Testing (Levels 3 and 5)

The areas assessed for NAPLAN are:

- Mathematics
- Reading
- Spelling and grammar
- Writing

The assessments will be next held in 2021. Information about NAPLAN assessments will be sent home to parents early in Term 2 and each student's individual report will be sent home in Term 3.

## STEM & Integrated Topic Learning

Science, Technology, Engineering and Mathematics (STEM) is a major learning focus at Mulgrave Primary School. We have a dedicated STEM specialist teacher who works explicitly with students, however these learning areas are incorporated throughout the curriculum in all year levels. STEM encourages students' problem solving, design, creativity and critical thinking skills. Communication and collaborative decision making are vital components in the STEM curriculum.

Our units of work incorporate and provide opportunities for students to develop and apply understandings about their world. This allows students to 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 understanding and processes

## Foundation

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. Each student is assessed early in the year using the Early Years English Interview.

### 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.

At Foundation level, 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 level, 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 and speaking. 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

Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations. It involves recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. Each lesson includes working on core number skills as well as mathematical investigations and open tasks with reflection on learning.

Our pedagogical approach encourages children to use models to assist with their construction of new knowledge, with teachers prompting children to simulate, imagine and describe solutions derived from using concrete materials. Children are expected, and supported, to explain their

thinking and strategies, and to develop confidence and positive mindsets. We work to develop an understanding of the individual mathematical needs and skills of each student. We have high expectations and focus on the four proficiencies of mathematics. Each lesson supports and extends all students based on their individual point of need.

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

### 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.

### 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.

### Integrated Topics

Our integrated topics includes health, history, geography, biological science and design and technology.

Thinking tools such as brainstorming, questioning and using graphic organisers, will play a part in the student's gathering and analysing of information. Student's also have the opportunity to learn and explore through hands on activities.

Cooperative learning tasks are an essential part of STEM and Inquiry learning.

### Information and Communication Technology

Students use desktops, notebooks and iPads in the class. 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, using computer programs, iPad apps and the internet.



## Homework

Homework tasks may require the student to:

- Read the take home books daily.
- Using concrete materials to reinforce counting skills
- Homework will 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 for two weeks toward the end of Term 4.

## Specialist Programs

### Performing Arts

The focus of the Performing Arts Program is to develop and extend our students' skills, knowledge and enjoyment of music, dance and drama. The Performing Arts sessions are designed to encourage active participation, creativity and enjoyment in each of these three areas of study.

### Visual Arts

Students at Mulgrave Primary School participate in a weekly Visual Arts Program covering areas such as; Drawing, Printing, Painting, Threads and Textiles, Construction and Digital Art.

Lessons are integrated into the units of work being undertaken in classrooms, as well as standalone units based on community events, cultural celebrations and the study of well-known artists.

Students are encouraged to express their feelings and creativity while extending their knowledge and skills in a fun, comfortable and safe environment. They learn to design, plan and take pride in each individual or collaborative piece.

Students learn to engage in conversations where they interpret, respond and reflect upon and others art works while learning to understand the world around them.

### Library

Classroom teachers will follow a library program that enriches the English curriculum. The program will be linked to the Victorian Curriculum and the Foundation inquiry units of work. The library is an important resource for reading and borrowing. The students will be shown the various ways of correctly shelving books and will be encouraged to regularly borrow books from the library.

### Languages – Spanish - LOTE

The students have a 45 minutes Spanish lesson each week. The program developed is based on the Victorian Curriculum and covers the strands of Communicating and Understanding. The students will be introduced to using their names and some basic numbers. The students practise modelled language through actions, songs, rhymes, games and are encouraged to use Spanish as much as possible during Spanish classes and throughout the day. Our whole school 'Word of the Week' program encourages students to use Spanish expressions in practical situations throughout the week. The students take part in a variety of cultural activities linked to other areas of the curriculum and celebrate our Spanish learning.

### 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 patterns, skipping, major and minor games, and gymnastics.

## Levels 1 and 2

Levels 1 and 2 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

At Mulgrave primary school we use the Reading Workshop model which is a lesson structure that enables the full enactment of the Gradual Release of Responsibility across a reading lesson. It promotes the following:

**Time-** is divided up on the belief that 'the person doing the work is doing the learning,' therefore, large chunks of time are set aside for independent reading and collaborative practice. The teacher provides explicit instruction and then gets off the stage quickly. Transitions are tight, allowing for maximum time on task.

**Teaching-** Teachers engage in explicit teaching focused on a specific and targeted goal that is determined by the needs of the students sitting in front of them. It is highly responsive and based heavily on formative assessment.

**Tasks-** Students engage in authentic and purposeful learning experiences with a goal of supporting them to develop independence as readers. The learning experiences within a lesson are tied to the goal of the lesson.

**Talk-** Students engage in regular substantive talk about texts.

**Texts-** Student choice is promoted through text selection, with the classroom library playing a key role in access to a range of texts throughout the workshop.

We supplement this approach with the use of the Fountas and Pinnell SOSA Wheel to promote the explicit teaching, modelling and goal setting in line with reading strategies, which enhances student's comprehension.

The overall aim of our reading workshop model 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:

- Modelling reading strategies by reading a range of text types to the students
- Independent Reading (oral and silent reading)
- Reading workshops where guided reading/reciprocal reading or literature circles
- One on one conferencing and goal setting
- Oral and written reading responses
- Learning to select 'good fit' books
- Take home reading books

#### Writing

At Mulgrave Primary School we use the VCOP approach and workshop model in writing to support students in developing their writing skills. We also use the Big Write schedule to promote opportunities for students to write in a variety of forms and for different purposes, including:

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

Students are also taught the writing process of;

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

Victorian Cursive Script is the handwriting style taught and each student is supplied with a handwriting workbook.

### **Spelling**

Spelling is a component of writing. Spelling is explicitly taught with support from the Soundwaves program to assist students to become confident, competent writers. To support this, the learning program will cover:

- Spelling lists of high frequency words
- Word families which contain the same sound or letter blends
- Personal spelling lists
- Personal dictionary word lists

### **Speaking and Listening**

Students are provided with opportunities to develop confidence with oral language through active speaking and listening.

Such opportunities occur during:

- informal conversation
- oral presentations to the class or group
- cooperative group activities
- Readers Theatre
- role plays

### **Mathematics**

Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations. It involves recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. Each lesson includes working on core number skills as well as mathematical investigations and open tasks with reflection on learning.

Our pedagogical approach encourages children to use models to assist with their construction of new knowledge, with teachers prompting children to simulate, imagine and describe solutions derived from using concrete materials. Children are expected, and supported, to explain their thinking and strategies, and to develop confidence and positive mindsets. We work to develop an understanding of the individual mathematical needs and skills of each student. We have high expectations and focus on the four proficiencies of mathematics. Each lesson supports and extends all students based on their individual point of need.

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

### **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 the length, capacity and mass of everyday objects. They learn to use clocks and calendars, and to develop an understanding of digital and analogue time in hours, half and quarter hours.

### **Statistics and Probability**

Students learn to collect data, represent it on a simple graph, and interpret graphs. They learn the language of chance and to predict the likelihood of familiar events.

### **Number and Algebra**

Students apply an understanding of place value to recognise, order and record three-digit numbers. They learn to skip count and identify, continue and devise number patterns. They develop strategies to assist in the recall of addition and subtraction of facts to 20. In worded problems they learn to mentally add and subtract small numbers by counting forwards or backwards. They learn the relationship between multiplication and division. They learn to recognise the value of Australian coins and notes and calculate a small collection. Students also begin to learn and understand fractions.

### **Integrated Topics**

Our integrated topics includes health, history, geography, biological science and design and technology.

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. Student's also have the opportunity to learn and explore through hands on activities.

Cooperative learning tasks are an essential part of STEM and Inquiry learning.

### **Information and Communication Technology**

Students use desktops, notebooks and iPads in the class. 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, using computer programs, iPad apps and the internet.

## Homework

Homework will mainly consist of reading the 'take home' books daily (everyday) and practising weekly spelling words. 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. All students are provided with an Essential Assessment account for them to practise their skills at homes.

## Specialist Programs

### Performing Arts

The focus of the Performing Arts curriculum is to develop and extend our students' skills, knowledge and enjoyment of music, dance and drama. The Performing Arts sessions are designed to encourage active participation, creativity and enjoyment in each of these three areas of study.

Students in Level 1/2 are invited to join the school choir.

### Visual Arts

Students at Mulgrave Primary School participate in a weekly Visual Arts Program covering areas such as; Drawing, Printing, Painting, Threads and Textiles, Construction and Digital Art.

Lessons are integrated into the units of work being undertaken in classrooms, as well as standalone units based on community events, cultural celebrations and the study of well-known artists.

Students are encouraged to express their feelings and creativity while extending their knowledge and skills in a fun, comfortable and safe environment. They learn to design, plan and take pride in each individual or collaborative piece.

Students learn to engage in conversations where they interpret, respond and reflect upon and others art works while learning to understand the world around them.

### STEM

leads the students to explore the world they live in. The learning focuses on the areas of Science, Engineering, 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.

### Library

Classroom teachers will follow a library program that enriches the students' appreciation of literature. The program will follow the Victorian Curriculum and may also relate to inquiry units of work. This ensures the library is an important resource for reading and borrowing. The students will become familiar with the various methods for correctly shelving books.

### Languages - Spanish

The students have a 40 minute Spanish lesson each week. The program developed is based on the Victorian Curriculum and covers the strands of Communicating and Understanding. The students will be introduced to Spanish using their names and some basic numbers. The students practise modelled language through actions, songs, rhymes, games and are encouraged to use Spanish as much as possible during Spanish classes. The students take part in a variety of cultural activities linked to other areas of the curriculum and celebrate our Spanish learning.

### 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 patterns, skipping, major and minor games, 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.

## Levels 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

At Mulgrave primary school we use the Reading Workshop model which is a lesson structure that enables the full enactment of the Gradual Release of Responsibility across a reading lesson. It promotes the following:

**Time-** is divided up on the belief that ‘the person doing the work is doing the learning,’ therefore, large chunks of time are set aside for independent reading and collaborative practice. The teacher provides explicit instruction and then gets off the stage quickly. Transitions are tight, allowing for maximum time on task.

**Teaching-** Teachers engage in explicit teaching focused on a specific and targeted goal that is determined by the needs of the students sitting in front of them. It is highly responsive and based heavily on formative assessment.

**Tasks-** Students engage in authentic and purposeful learning experiences with a goal of supporting them to develop independence as readers. The learning experiences within a lesson are tied to the goal of the lesson.

**Talk-** Students engage in regular substantive talk about texts.

**Texts-** Student choice is promoted through text selection, with the classroom library playing a key role in access to a range of texts throughout the workshop.

We supplement this approach with the use of the Fountas and Pinnell SOSA Wheel to promote the explicit teaching, modelling and goal setting in line with reading strategies, which enhances student’s comprehension.

The overall aim of our reading workshop model 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:

- Modelling reading strategies by reading a range of text types to the students
- Independent Reading (oral and silent reading)
- Reading workshops where guided reading/reciprocal reading or literature circles c
- One on one conferencing and goal setting
- Oral and written reading responses
- Learning to select ‘good fit’ books
- Take home reading books

### Writing

At Mulgrave Primary School we use the VCOP approach and workshop model in writing to support students in developing their writing skills. We also use the Big Write schedule to promote opportunities for students to write in a variety of forms and for different purposes

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

Emphasis will be on:

- using capitals, full stops, commas



- using paragraphs, quotation marks, headings
- increasing rich vocabulary, sentence structure and length of pieces
- revising and editing.

Students will also create their own ongoing Writer's Notebook as inspiration for their writing.

Students are also taught the writing process of;

- Planning
- Drafting
- Revising
- Editing
- Publishing
- Displaying

## Spelling

Spelling is a component of writing. Spelling is explicitly taught with support from the Soundwaves program to assist students to become confident, competent writers. To support this, the learning program will cover:

- common words used in writing
- common words that are consistently misspelt letter patterns
- vocabulary from Topic units of study e.g. science words or history words

## Handwriting

Students will be encouraged to write neatly and to set out written work carefully. Students in Level 3 will learn to join letters according to the Victorian Modern Cursive Script. Students in Level 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
- readers theatre
- Growth in reading, writing, speaking and listening occurs interdependently as part of the total language development of the student.

## Mathematics

Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations. It involves recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. Each lesson includes working on core number skills as well as mathematical investigations and open tasks with reflection on learning.

Our pedagogical approach encourages children to use models to assist with their construction of new knowledge, with teachers prompting children to simulate, imagine and describe solutions derived from using concrete materials. Children are expected, and supported, to explain their thinking and strategies, and to develop confidence and positive mindsets. We work to develop an understanding of the individual mathematical needs and skills of each student. We have high expectations and focus on the four proficiencies of mathematics. Each lesson supports and extends all students based on their individual point of need.

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

## Number and Algebra

Students use structured materials and activities that focus on the four proficiencies of mathematics.

### 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.

## 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.

## Homework

The Level 3 and 4 teachers set regular, weekly homework that involves English and Maths . Parental guidance is encouraged daily reading is essential.

### 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. Independent Reading should occur for a minimum of 30 minutes a night. The Essential Assessment computer tasks are also available for students to complete on My Literacy.

### 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 Essential Assessment computer tasks are also available for students to complete on My Numeracy.

### Spelling

Spelling is a component of writing. Spelling is explicitly taught with support from the Soundwaves program to assist students to become confident, competent writers. To support this, the learning program encourage students to practice words from their spelling lists and work on investigating word patterns.

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

All students in Level 3 and 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)
- Mathematics

The results from 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.

## Camp

The Level 3 and 4 camp is held every second year. All students in Levels 3 & 4 attend camp together.

## Integrated Topics

Our integrated topics includes health, history, geography, biological science and design and technology.

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. Student's also have the opportunity to learn and explore through hands on activities.

Cooperative learning tasks are an essential part of STEM and Inquiry learning.

## Information and Communication Technology

Students use desktops, notebooks and iPads in the class. 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, using computer programs, iPad apps and the internet.

## Specialist Programs

### Performing Arts

The focus of the Performing Arts curriculum is to develop and extend our students' skills, knowledge and enjoyment of music, dance and drama. The Performing Arts sessions are designed to encourage active participation, creativity and enjoyment in each of these three areas of study.

Students in Level 3/4 are invited to join the school choir.

### Visual Arts

Students at Mulgrave Primary School participate in a weekly Visual Arts Program covering areas such as; Drawing, Printing, Painting, Threads and Textiles, Construction and Digital Art.

Lessons are integrated into the units of work being undertaken in classrooms, as well as standalone units based on community events, cultural celebrations and the study of well-known artists.

Students are encouraged to express their feelings and creativity while extending their knowledge and skills in a fun, comfortable and safe environment. They learn to design, plan and take pride in each individual or collaborative piece.

Students learn to engage in conversations where they interpret, respond and reflect upon and others art works while learning to understand the world around them.

Allows the students to explore the world they live in. The learning focuses on the areas of Science, Engineering, 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.

### **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.

### **Languages - Spanish**

The students have a 40 minute Spanish lesson each week. The program developed is based on the Victorian Curriculum and covers the strands of Communicating and Understanding. The students continue to develop language skills they can use in real life situations such as restaurants and cafes. The students practise modelled language through actions, songs, rhymes, games and are encouraged to use Spanish as much as possible during Spanish classes. The students take part in a variety of cultural activities linked to other areas of the curriculum and celebrate our Spanish culture and learning.

### **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, invasion games, net and wall sports, striking and fielding skills, kicking skills, minor and major games, fitness training, skipping, gymnastics, athletics and competitive mainstream sporting game skills.

During Level 3 and 4 the students compete in Level 3/4 sport within the school and in carnivals against other schools in our district, and some making it into state competitions. Emphasis is placed on learning the skills and basic strategies of games that can be implemented in a number of different sports.

## Levels 5 and 6

The Level 5 and 6 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. We have high expectations of each student and will support them to develop positive self-esteem and achieve their best.

### English

#### Reading and Viewing

At Mulgrave primary school we use the Reading Workshop model which is a lesson structure that enables the full enactment of the Gradual Release of Responsibility across a reading lesson. It promotes the following:

**Time-** is divided up on the belief that 'the person doing the work is doing the learning,' therefore, large chunks of time are set aside for independent reading and collaborative practice. The teacher provides explicit instruction and then gets off the stage quickly. Transitions are tight, allowing for maximum time on task.

**Teaching-** Teachers engage in explicit teaching focused on a specific and targeted goal that is determined by the needs of the students sitting in front of them. It is highly responsive and based heavily on formative assessment.

**Tasks-** Students engage in authentic and purposeful learning experiences with a goal of supporting them to develop independence as readers. The learning experiences within a lesson are tied to the goal of the lesson.

**Talk-** Students engage in regular substantive talk about texts.

**Texts-** Student choice is promoted through text selection, with the classroom library playing a key role in access to a range of texts throughout the workshop.

We supplement this approach with the use of the Fountas and Pinnell SOSA Wheel to promote the explicit teaching, modelling and goal setting in line with reading strategies, which enhances student's comprehension.

The overall aim of our reading workshop model 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:

- Modelling reading strategies by reading a range of text types to the students
- Independent Reading (oral and silent reading)
- Reading workshops where guided reading/reciprocal reading or literature circles
- One on one conferencing and goal setting
- Oral and written reading responses
- Learning to select 'good fit' books
- Take home reading books.

The writing and speaking skills 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 discuss, demonstrating standards achieved in other areas of learning.

#### Writing

At Mulgrave Primary School we use the VCOP approach and workshop model in writing to support students in developing their writing skills. We also use the Big Write schedule to promote opportunities for students to write in a variety of forms and for different purposes



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

Emphasis will be on:

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

Students will also create their own ongoing Writer's Notebook as inspiration for their writing:

Students are also taught the writing process of;

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

The following writing genres 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

### **Vocabulary Development**

- create lists of words they will need for their inquiries and writing which are linked to the investigations 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 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:

## 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

Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations. It involves recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. Each lesson includes working on core number skills as well as mathematical investigations and open tasks with reflection on learning.

Our pedagogical approach encourages children to use models to assist with their construction of new knowledge, with teachers prompting children to simulate, imagine and describe solutions derived from using concrete materials. Children are expected, and supported, to explain their thinking and strategies, and to develop confidence and positive mindsets. We work to develop an understanding of the individual mathematical needs and skills of each student. We have high expectations and focus on the four proficiencies of mathematics. Each lesson supports and extends all students based on their individual point of need.

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.

### 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

- design, conduct and analyse chance experiments, describing possible outcomes as fractions, decimals and percentages
- 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://victoriancurriculum.vcaa.vic.edu.au/mathematics/curriculum/f-10>

## Integrated Topic

Allows students to put Science, History, Economics, Civics and Citizenship and Geography concepts into a real life context, as they learn about their world. As these domains are interrelated, our inquiry units often combine several of these domains and their related skills. The Integrated 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 students gathering and analysing 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 learning. Students complete units of work using design briefs to guide their work and are given choice in presentation.

## Information Technology

All students have access to digital technologies. Students also use laptops and iPads in the class as a tool for learning. The students will apply their computer skills throughout a range of learning tasks. They will have practise in researching using the Internet and communicating online with their peers and teachers, using agreed protocols. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies, including through developing and understanding of coding and binary systems.

## Specialist Programs

### Performing Arts

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Students learn to engage in conversations where they interpret, respond and reflect upon and others art works while learning to understand the world around them.

### **STEM**

Allows the students to explore the world they live in. The learning focuses on the areas of Science, Engineering, 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.

### **Library**

The library lessons will follow the Victorian Curriculum and the levels' inquiry units. In this way the library becomes an important resource for research and reading. Students in Levels 5 and 6 will be using the library computer to borrow and return reading materials as well as research information relevant to their studies. 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.

### **Languages – Spanish**

The students have a 40 minute Spanish lesson each week. The program developed is based on the Victorian Curriculum and covers the strands of Communicating and Understanding. The students continue to develop language skills they can use in real life situations such as restaurants and cafes. The students practise modelled language through actions, songs, rhymes, role plays and games and are encouraged to use Spanish as much as possible during Spanish classes. The students take part in a variety of cultural activities linked to other areas of the curriculum and celebrate our Spanish culture and learning.

### **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 Levels 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.

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

All students in Levels 3 and 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 for two weeks in the last Term of school.

## Camp

The Levels 5 and 6 camp is held every odd year. All students in Levels 5 and 6 attend camp together for Camp.

## Homework

The Level 5 and 6 teachers set regular, weekly homework that involves English and Maths . Parental guidance is encouraged and daily reading is essential.

## 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. Independent Reading should occur for a minimum of 30 minutes a night. The Essential Assessment computer tasks are also available for students to complete on My Literacy..

## 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 Essential Assessment computer tasks are also available for students to complete on My Numeracy.

## Spelling

Spelling is a component of writing. Spelling is explicitly taught with support from the Soundwaves program to assist students to become confident, competent writers. To support this, the learning program encourage students to practice words from their spelling lists and work on investigating word patterns.

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. It must be signed by parents each week. Diaries will also include mindfulness and gratitude activities and reflections related to The Resilience Project.

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