Debbie Mierisch
Principal

Mark Roberts
Assistant Principal

TEACHERS:

1SL   Ms Susan Lloyd (Level Leader)  1MT   Miss Melissa Turner
2WH   Ms Marilyn Houghton / Mrs Kirsty Wright  1LS   Ms Lyn Sanders
2JB   Mrs Joanne Bilias  2SB   Mrs Sarah Brown

MILGATE PRIMARY SCHOOL

INFORMATION BOOKLET
2012

LEVEL 2
YEARS 1 & 2
SCHOOL CALENDAR 2012

TERM DATES

TERM 1 Thursday 1st February - Friday 30th March
TERM 2 Monday 16th April - Friday 29th June
TERM 3 Monday 16th July - Friday 21st September
TERM 4 Monday 8th October - Friday 21st December

SESSION TIMES

8.50am First bell to enter classrooms
9.00 am Learning begins
10.40 – 11.10 am Morning recess
12.50 - 1.00 pm Lunch eating time [inside]
1.00 – 1.50 pm Lunch play
3.30 pm School Finishes

SPECIALIST PROGRAMS

MUSIC Jenny Batten
PHYSICAL EDUCATION James Will
ART Carly Jones
MANDARIN (LOTE) Wan-Ping Nixon
E.S.L. Sharon Harrison
I.C.T. Class Teacher
LIBRARY Class Teacher
SPORT

House Teams
We have 4 House teams:

BOYD (Blue)              STREETON (Yellow)
ROBERTS (Red)            McCUBBIN (Green)

Each child is designated a House upon enrolling at the school. Siblings are placed in the same house team. House Captains will be elected by Level 4 students within the house. House responsibilities will be articulated to the students through appropriate avenues, including assemblies, class discussions, house meetings, etc.

CAMP / Sleepover

YEAR 1
The Year 1 Children participate in a Sleepover at the school on Friday 19th - Saturday 20th October, 2012.
The students sleep over in the stadium and eat breakfast together in the morning. Some activities they participate in are tabloid sports and a scavenger hunt.

YEAR 2
A two day/one night adventure camp has been organised for Thursday 11th - Friday 12th October, 2012.
The camp that we attend is Oasis Camp, Mt Evelyn. Some of the activities at the camp might include: bush walking, candle making, ropes course and flying fox. An information evening will be held late in term 3.

Camp Dates for 2011:
Grade 1 Sleep over: Friday 19th - Saturday 20th October, 2012.
Grade 2 Camp: Thursday 11th - Friday 12th October, 2012.

Please put these dates in your diary now as we would like all students to attend.

ABSENCES
• It is unfair to your child, other students and teachers to send to school a student who is obviously unwell or not fully recovered from illness. Such students are not receptive to learning or school routines, and our facilities for caring for them are limited.
• It is a DEECD requirement that, after each absence, a written explanatory note is provided to the school.
• Late students require a Late Pass, available from the Office. Parents must fill in the In/Out Register, collect a Late Pass for each student and escort the student/s to class.
• If you need to take your child out of school early, a Blue Authorisation Slip must be obtained from the Office prior to collecting your child from the classroom.
MEDICATION
- When a student requires medication at school, the parent must fill in the official authorisation form (available from the Office).
- All medication must be handed in at the Office. Students are not allowed to keep any medications (other than asthma puffers or epipens) in their school bags.
- It is important that parents of children who have asthma or an allergy provide the school with an up to date Asthma/Allergy Management Plan.

EXCURSION LEVY
The excursion planner is sent home at the beginning of each term and this covers the cost of all excursions, camps, swimming and in-school activities.

Whenever an excursion or in-school activity is planned for your child a permission notice will be sent home.
- Students will not be able to attend activities without payment and a signed permission form.

PARENT - TEACHER COMMUNICATIONS
At any time during the year, interviews regarding your child can be arranged through the class teacher. Please phone the school or write a short note in the school diary to request an appointment.

The school also provides opportunities to discuss your child through scheduled introductory parent/teacher discussions in Term 1, and formal parent/teacher interviews mid-year which are scheduled to discuss your child's educational progress.

Detailed written reports, indicating your child's progress, are prepared in June and December.

We believe it is important to establish and maintain positive parent-teacher understanding and communication of information between home and school. Diaries are an important part of the relationship between home and school. Please check them nightly and pass on any information about your child that you feel is relevant. They go between school and home daily is the green Milgate bag. The green Milgate bag is an excellent way to securely transport Take Home books, homework books, notices, lunch orders, money for excursions or incursions etc and the Diary. Please check the contents when it comes home each afternoon.
HELPING CHILDREN LEARN

- Read regularly with your child and make it fun. Let your child see you reading books, newspapers and magazines. Make sure your child sees both mum and dad browsing, selecting and talking about books.
- Promote self-confidence in your children as learners by valuing their efforts and encouraging them to ‘have a go’.
- Make the most of informal learning opportunities that occur in the home. Cooking a meal, driving a car, even chopping wood can promote their language and maths abilities. “That wheelbarrow must hold about 100 kilograms of wood!”
- Provide children with a broad range of experiences that they can talk and write about at school. Activities do not have to be expensive. A walk along the beach is fun and a wonderful learning experience that costs nothing.
- Encourage children to feel capable, independent and responsible – by promoting these feelings you are helping them to cope at school and thus encouraging learning.
- Establish realistic expectations for children and do not be disappointed if they make mistakes while learning. Mistakes are part of learning and improving.

FOSTER READING
Give time to hear reading, join a local library, encourage some time with a book at bedtime, buy books as presents.

ASK ABOUT THE DAY
Show interest in his/her daily school activities eg. What was the most exciting thing you did today?

CULTIVATE YOUR CHILD’S CURIOSITY
Encourage him/her to ask questions, to wonder about things.

SUPPORT AND ENCOURAGE
A positive attitude toward school promotes good self-esteem. Show confidence in your child’s ability. Display your child’s work; it stimulates conversation and pride in his/her work.

BECOME INVOLVED
Draw attention to news items and environmental happenings. Share an interest in his/her hobbies and sports.

HAVE TELEVISION/COMPUTER/PLAY STATION FIRMLY IN THEIR PLACE
A balanced viewing program leaves plenty of time for reading, outside interests and family conversations.

ABOVE ALL … COMMUNICATE WITH YOUR CHILD
TAKE HOME BOOKS

- Take home books will be sent home on most school days.
- They are to be returned every day even if they have not been read.
- Please make an effort to have someone in the family listen to your child read every night and ask questions about what they have read. Reading is understanding what the words are saying not just being able to sound out a word.

PARENT HELPERS

Parent help is appreciated in the classrooms in many ways, for example, to supervise literacy or numeracy learning activities, cover new books, photocopying or laminating and word processing children's work, assisting on excursions, or guiding children using computers. Parents find it a rewarding and informative time as they participate in the 'busyness' of a modern classroom. Please speak to your child's teacher if you are available to help.

HOMEWORK

At Level 2, homework will consist of reading each school night or morning to practise appropriately phrased and fluent oral reading. Take-home books are available from the classroom and as the students develop in their reading ability, they are able to borrow their take-home books from a special section that has been set up in our Library. After your child has read their book you can encourage them to retell aspects of the content and provide some insight about his or her understanding of the meaning of the text. Each week the children will also be asked to learn their spelling words and complete activity pages in their 'Homework' book.

Milgate PS will be using the IB PYP as the basis of the curriculum / teaching and learning program. It will also be linked in with the Victorian Essential Learning Standards (VELS).

The IB Primary Years Programme

Students in the 21st century are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. The International Baccalaureate (IB) Primary Years Programme (PYP) prepares students to be active participants in a lifelong journey of learning. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. [www.ibo.org/pyp](http://www.ibo.org/pyp)
Curriculum model
The curriculum is expressed in three interrelated ways:
- the written curriculum—what do we want to learn?
- the taught curriculum—how best will we learn?
- the assessed curriculum—how will we know what we have learned?

The written curriculum
At the heart of the programme’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes.
These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to "step up" beyond the confines of learning within subject areas.
- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

The traditional disciplines retain a role in the IB Primary Years Programme. The six specified subjects are language, mathematics, science, social studies, arts, and personal, social and physical education. The overall expectations for each subject area are defined for each year of the programme.

Taught Curriculum
The six transdisciplinary themes help teachers to develop a programme of inquiries-in-depth investigations into important ideas, identified by the teachers, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and last for a number of weeks.

All students will know that a unit of inquiry will involve them in in-depth exploration of an important idea, and that the teacher will be collecting evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, including on their own and in groups, to allow them to learn to their best advantage.

The Assessed Curriculum
Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher’s feedback to the students provides the
guidance, the tools and the incentive for them to become more competent, more skilful and better at understanding how to learn.

At the heart of the programme’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning.

The principal purposes of assessing what has been learned are to:
- determine what the student knows and understands about the world
- inform and differentiate teaching and learning
- monitor student progress in terms of the IB learner profile
- provide feedback to teachers, students and parents
- monitor the effectiveness of the programme
- inform the professional development of teachers.

Essentially, assessment in this programme is of two types, each of which has a specific function.
- Formative assessment is interwoven with daily learning.
- Summative assessment occurs at the end of the teaching and learning process and provides students with opportunities to demonstrate what they have learned.

Five Essential Elements
The five essential elements—concepts, knowledge, skills, attitudes, action—are incorporated into this framework, so that students are given the opportunity to:
- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning.

Learner Profile
The learner profile describes a list of attributes that promote academic rigour and the establishing of a personal value system leading to international-mindedness. It is expected that PYP teachers will assess and report on individual student development regarding each of these attributes.

The programme encourages students to become:
- inquirers—their natural curiosity has been nurtured and they actively enjoy learning
- thinkers—they exercise initiative in applying thinking skills critically and creatively to solving complex problems
- communicators—they receive and express ideas and information confidently in more than one language
- risk-takers—they approach unfamiliar situations without anxiety and have the confidence to explore new ideas
knowledgeable—they have explored themes that have global significance and have acquired a critical mass of knowledge

principled—they have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice

caring—they show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others

open-minded—they respect the values of other individuals and cultures and seek to consider a range of points of view

well-balanced—they understand the importance of physical and mental balance and personal well-being

reflective—they give thoughtful consideration to their own learning by constructively analysing their personal strengths and weaknesses.

IB/PYP Attitudes

While IB students are expected to take an active role in their learning of necessary concepts, knowledge and skills, the IB PYP also focuses on the importance of instilling positive attitudes within its students. Through encouraging the development and application of the following positive attitudes, the IB PYP helps to create successful citizens of the world.

We expect our students to develop and apply the following attitudes:

Appreciation: appreciating the wonder and beauty of the world and its people

Commitment: being committed to their learning, preserving and showing self-discipline and responsibility

Confidence: feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions

Co-operation: cooperating, collaborating and leading or following as the situation demands

Creativity: being creative and imaginative in their thinking and in their approach to problems and dilemmas

Curiosity: being curious about the nature of learning and the world, its people and cultures

Empathy: imaginatively projecting themselves into another’s situation, in order to understand his/her thoughts, reasoning and emotions

Enthusiasm: enjoying learning

Independence: thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments

Integrity: having integrity and a firm sense of fairness and honesty

Respect: respecting themselves, others and the world around them

Tolerance: feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others
The Victorian Essential Learning Standards (VELS) provide the basis for curriculum planning for all schools in Victoria.

The Learning Standards are developed within three core, interrelated strands and each strand has a number of components called domains. The domains describe knowledge, skills and behaviours and they also include the standards by which student achievement is measured.

**STRANDS AND THEIR ASSOCIATED DOMAINS**

1) **Physical, Personal and Social Learning** - Health and Physical Education, Interpersonal Development, Personal Learning, Civics and Citizenship
2) **Discipline-based Learning** - The Arts, English, Languages Other Than English, The Humanities (Economics, Geography, History), Mathematics, Science
3) **Interdisciplinary Learning** - Communication, Design, Creativity and Technology, Information and Communications Technology, Thinking Processes

In Primary School, the levels within each Strand are as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prep</td>
</tr>
<tr>
<td>2</td>
<td>Years 1 &amp; 2</td>
</tr>
<tr>
<td>3</td>
<td>Years 3 &amp; 4</td>
</tr>
<tr>
<td>4</td>
<td>Years 5 &amp; 6</td>
</tr>
</tbody>
</table>

**CURRICULUM**

**ENGLISH   LEVEL 2**

**Reading**

At Level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They predict plausible endings for stories and infer characters' feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.

**Writing**

At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and
others' writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place. They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They use capital letters, full stops and question marks correctly. They reread their own writing and use a range of editing resources to revise and clarify meaning. They write upper- and lower-case letters legibly with consistent size, slope and spacing.

**Speaking and listening**

At Level 2, students listen to and produce spoken texts that deal with familiar ideas and information. They demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary. They organise spoken texts using simple features to signal beginnings and endings. They vary volume and intonation patterns to add emphasis. They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. After listening to short live or recorded presentations, they recall some of the main ideas and information presented. They listen to others and respond appropriately to what has been said.

**MATHEMATICS: LEVEL 2**

**Number**

At Level 2, students model the place value of the natural numbers from 0 to 1000. They order numbers and count to 1000 by 1s, 10s and 100s. Students skip count by 2s, 4s and 5s from 0 to 100 starting from any natural number. They form patterns and sets of numbers based on simple criteria such as odd and even numbers. They order money amounts in dollars and cents and carry out simple money calculations. They describe simple fractions such as one half, one third and one quarter in terms of equal sized parts of a whole object, such as a quarter of a pizza, and subsets such as half of a set of 20 coloured pencils. They add and subtract one- and two-digit numbers by counting on and counting back. They mentally compute simple addition and subtraction calculations involving one- or two-digit natural numbers, using number facts such as complement to 10, doubles and near doubles. They describe and calculate simple multiplication as repeated addition, such as $3 \times 5 = 5 + 5 + 5$; and division as sharing, such as 8 shared between 4. They use commutative and associative properties of addition and multiplication in mental computation (for example, $3 + 4 = 4 + 3$ and $3 + 4 + 5$ can be done as $7 + 5$ or $3 + 9$).

**Space**

At Level 2, students recognise lines, surfaces and planes, corners and boundaries; familiar two-dimensional shapes including rectangles, rhombuses and hexagons, and three-dimensional shapes and objects including pyramids, cones, and cylinders. They arrange a collection of geometric shapes, such as a set of attribute blocks, into subsets according to simple criteria, and recognise when
one set of shapes is a subset of another set of shapes. They recognise and
describe symmetry, asymmetry, and congruence in these shapes and objects.
They accurately draw simple two-dimensional shapes by hand and construct,
copy and combine these shapes using drawing tools and geometry software. They
apply simple transformations to shapes (flips, turns, slides and enlargements)
and depict both the original and transformed shape together. They specify
location as a relative position, including left and right, and interpret simple
networks, diagrams and maps involving a small number of points, objects or
locations.

Measurement, chance and data
At Level 2, students make, describe and compare measurements of length, area,
volume, mass and time using informal units. They recognise the differences
between non-uniform measures, such as hand-spans, to measure length, and
uniform measures, such as icy-pole sticks. They judge relative capacity of
familiar objects and containers by eye and make informal comparisons of weight
by hefting. They describe temperature using qualitative terms (for example,
cold, warm, hot). Students use formal units such as hour and minute for time,
litre for capacity and the standard units of metres, kilograms and seconds.
Students recognise the key elements of the calendar and place in sequence
days, weeks and months. They describe common and familiar time patterns and
such as the time, duration and day of regular sport training and tell the time at
hours and half-hours using an analogue clock, and to hours and minutes using a
digital clock.
Students predict the outcome of chance events, such as the rolling of a die,
using qualitative terms such as certain, likely, unlikely and impossible. They
collect simple categorical and numerical data (count of frequency) and present
this data using pictographs and simple bar graphs.

Working mathematically
At Level 2, students make and test simple conjectures by finding examples,
counter-examples and special cases and informally decide whether a conjecture
is likely to be true. They use place value to enter and read displayed numbers on
a calculator. They use a four-function calculator, including use of the constant
addition function and key, to check the accuracy of mental and written
estimations and approximations and solutions to simple number sentences and
equations.

Structure
In Mathematics, standards for the Structure dimension are introduced at Level
3.

NB As Level 2 includes Years 1 & 2, please note that these outcomes are
expected to be achieved by the end of Year 2.

THE ARTS
The domains within the Discipline-based Learning strand form a body of
knowledge with associated ways of seeing the world and distinct methods of
exploring, imagining and constructing that world. In line with the *Essential Learning Standards*, The Arts is one of the domains in the Discipline-based learning strand. The Arts domain encompasses a diverse and ever-changing range of disciplines and forms that can be used to structure teaching and learning programs. The domain allows students to create and critically explore the disciplines of Art, Dance, Drama, Media, Music and Visual Communication. All students attend specialist sessions in The Performing Arts and The Visual Arts. In addition The Arts will be integrated into many areas of the classroom program.

**MUSIC (Performing Arts)**

Students will participate in a 50 minute Performing Arts session per week. At Level 2, students make and share performing arts works including music, dance and drama. They will sing songs, move and listen to music, play listening and drama games and make music using tuned and untuned percussion instruments. A focus for Level 2 will include developing skills in reading rhythm and simple tuned notation and work together in groups on learning tasks. They are encouraged to talk about their Performing Arts experiences, which will include items at Assembly and of course, the annual Milgate Christmas Carols concert at the end of the year. In semester 1 there will be an instrumental ensemble extension program offered for students in Year 2.

**ART (Visual Arts)**

Visual Art is a unique and expressive subject that engages students in critical and creative thinking. Students are given the opportunity to develop fundamental motor skills, while expressing their ideas and feelings about themselves and their world. With guidance, students develop their understanding in art elements such as line, shape, colour, texture, tone and pattern. Visual Art areas covered include drawing, painting, printing, collage, modelling, construction and threads and textiles. Students will participate in one 50 minute Visual Art session per week.

**L.O.T.E. - LANGUAGES OTHER THAN ENGLISH**

At Milgate students are offered the opportunity to learn Mandarin as a second language in one 50 minute session per week. We aim to develop students' language awareness and skills with emphasis on listening and speaking of the target language in this level. Our program also provides opportunities for students to learn about Chinese culture, and therefore increase their intercultural knowledge. At the junior levels, use of audio, video, games, songs, role-plays and cultural activities form a vital part of the curriculum to stimulate students' interest in language learning and to practise their language skills.
E.S.L. – ENGLISH AS A SECOND LANGUAGE

The ESL Program supports students from grades Prep to 6 who are learning English as an additional language. The program focuses on supporting the learning taking place in the classroom and addresses the specific learning challenges faced by additional language learners. This varies from providing survival skills to enable new students to function in a classroom, to helping more competent students analyse different writing styles and improve the grammatical features of their writing and speech. After an initial assessment to identify learning needs, students participate in 1-3 sessions a week with a small group of students that are at a similar stage of learning. Many of the students are also supported in their classroom by our Multicultural Aide, Lily Ch’ng. Additional support from the Blackburn English Language School is sought for eligible students, if appropriate. The ESL Program aims to develop the confidence and ability of our students in order for them to participate fully in the opportunities available to them at Milgate Primary School.

INFORMATION AND COMMUNICATION TECHNOLOGY (I.C.T.)

I.C.T. and eLearning (electronic Learning) are the names for Learning Technologies and Computer sessions. Our school has an eLearning plan, I.C.T. room (Computer Resource Room) with 29 Apple imac computers and each class is timetabled to use the computers for integrating information and communication technology into the curriculum. Each classroom also has up to 6 IBM compatible computers for student use. The Apple imacs are new this year and will provide the option of multimedia programs in addition to the Microsoft suite of programs. The students also use a variety of educational software programs and those accessed from educational websites and the internet.

All students are required to adhere to “The Student Code of Conduct when Using the Internet” and parents are asked to read and sign the School Internet Protocol form which gives permission for their child/ren to use the Internet. Without this permission students will be unable to access the Internet for educational research and activities. The School Internet Protocol form will cover years Prep - 2 and then Years 3 - 6 so parents will only need to sign it twice during the 7 years the students are at Milgate Primary School.

PHYSICAL EDUCATION/SPORT

Students will participate in a 50 minute PE session per week and a 50 minute Sport session per week. The 11 Fundamental Motor Skills (catch, run, overhand throw, kick, vertical jump, ball bounce, leap, dodge, punt, forehand strike & two handed side arm strike) will be the backbone of the program and these skills will be progressively introduced into the program. The introduction of minor games will play a big part in the Level 2 Program, especially with the introduction of rules and concepts of team work
and cooperation. We will also focus on developing the student’s fitness and health knowledge. The emphasis of the program is on good sportsmanship and having fun. The students will also have the opportunity to attend a 10 day Intensive Swimming Program run at Aquarena in Term 3. The students will also have the chance to attend either the Yr 1 Sleepover or the Yr 2 Camp (2 day, 1 night) in early Term 4. The students will also be involved in the Prep - Yr. 2 House Sports Competition in Term 4.

ENRICHMENT PROGRAMS
A variety of enrichment programs are offered to students in years 1 - 6. These include: Wise Ones, Chess, Keyboard, Guitar, Instrumental Music and Choir (Years 3-4 only). Information regarding any of these programs is available from the office.

LIBRARY
All classes have a 50 minute timetabled weekly Library lesson in the Library. Students are encouraged to borrow books weekly and may have them on loan for 2 weeks.

Students in Prep to Year 3 are encouraged to keep books in a Library bag when travelling to and from school. Please ensure that the bag is named.

ENVIRONMENT

THINK GLOBALLY- ACT LOCALLY- RESPOND PERSONALLY
At Milgate Primary school we are committed to educating and empowering our students when it comes to caring for the environment. To reduce our impact on the environment we are implementing a ‘Zero Waste’ policy. This involves:

- Continuing with our paper recycling program
- Implementing a recycling program for plastics
- Implementing a composting program for organic waste such as food scraps
- Implementing a “what you bring in, you take out” policy for rubbish in lunchboxes.

We ask that where possible, students bring ‘nude lunches’ to school- that is, lunch and snacks that are in reusable plastic lunchboxes, sandwich boxes and small containers. When our composting program is implemented, all food scraps will be recycled. Any other rubbish such as plastic cling wrap and plastic packets will return home in students' lunchboxes. We are grateful for your support and partnership in educating your children about their environmental responsibilities.