SCHOOL CALENDAR 2012

TERM DATES

Term 1  Thursday 2 February - Friday 30 March
Term 2  Monday 16 April - Friday 29 June
Term 3  Monday 16 July - Friday 21 Sept
Term 4  Monday 8 Oct - Friday 21 Dec

SESSION TIMES

8.50am  First bell to enter class
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
I.C.T.      Class Teachers
LIBRARY    Class Teachers
ESL        Sharon Harrison
PROGRAM SUPPORT  Judy Hearn, Susan Prentice, Catherine Noel,
                          Pam Kemp, Penny McNaughton and Sabrina Foster
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 skillful 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
CURRICULUM

VICTORIAN ESSENTIAL STANDARDS
The Victorian Essential Learning Standards (VELS) is the curriculum framework used in all Victorian Government schools. It describes the standards of learning for students in Prep through to Year 10.

The Learning Standards identify three essential components of the curriculum:
- The processes of physical, personal and social development and growth
  - Health and Physical Education; Personal Learning; Interpersonal Development; Civics and Citizenship
- The branches of learning reflected in the traditional disciplines
  - The Arts; English; Humanities; Mathematics; Science
- The interdisciplinary capacities needed for effective functioning within and beyond school
  - Design, Creativity & Technology; Information and Communications Technology; Thinking

The classroom teachers and specialist staff work together in covering these curriculum areas.

English and Mathematics are key learning areas and are the core subjects of the children's learning.

English has three dimensions.

Reading

At Level 3, students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts. They make inferences from imaginative text about plot and setting and about characters' qualities, motives and actions. They infer meaning from material presented in informative texts. They identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes. They use several strategies to locate, select and record key information from texts.
**Writing**

At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information.

They write a variety of simple and compound sentences and use verb tenses correctly. They use punctuation to support meaning, including exclamation marks and quotation marks, and accurately use full stops, commas and question marks. They use vocabulary appropriate to context and spell most one- and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.

**Speaking and listening**

At Level 3, students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information.

They listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.
Throughout the year your child will be presented with the 5 standards within Mathematics.

**Number**

At Level 3, students use place value (as the idea that ‘ten of these is one of those’) to determine the size and order of whole numbers to tens of thousands, and decimals to hundredths. They round numbers up and down to the nearest unit, ten, hundred, or thousand. They develop fraction notation and compare simple common fractions such as $\frac{3}{4} > \frac{2}{3}$ using physical models. They skip count forwards and backwards, from various starting points using multiples of 2, 3, 4, 5, 10 and 100.

They estimate the results of computations and recognise whether these are likely to be over-estimates or under-estimates. They compute with numbers up to 30 using all four operations. They provide automatic recall of multiplication facts up to $10 \times 10$.

They devise and use written methods for:

- whole number problems of addition and subtraction involving numbers up to 999
- multiplication by single digits (using recall of multiplication tables) and multiples and powers of ten (for example, $5 \times 100, 5 \times 70$)
- division by a single-digit divisor (based on inverse relations in multiplication tables).

They devise and use algorithms for the addition and subtraction of numbers to two decimal places, including situations involving money. They add and subtract simple common fractions with the assistance of physical models.

**Space**

At Level 3, students recognise and describe the directions of lines as vertical, horizontal or diagonal. They recognise angles are the result of rotation of lines with a common end-point. They recognise and describe polygons. They recognise and name common three-dimensional shapes such as spheres, prisms and pyramids. They identify edges, vertices and faces. They use two-dimensional nets, cross-sections and simple projections to represent simple three-dimensional shapes. They follow instructions to
produce simple tessellations (for example, with triangles, rectangles, hexagons) and puzzles such as tangrams. They locate and identify places on maps and diagrams. They give travel directions and describe positions using simple compass directions (for example, N for North) and grid references on a street directory.

**Measurement, chance and data**

At Level 3, students estimate and measure length, area, volume, capacity, mass and time using appropriate instruments. They recognise and use different units of measurement including informal (for example, paces), formal (for example, centimetres) and standard metric measures (for example, metre) in appropriate contexts. They read linear scales (for example, tape measures) and circular scales (for example, bathroom scales) in measurement contexts. They read digital time displays and analogue clock times at five-minute intervals. They interpret timetables and calendars in relation to familiar events. They compare the likelihood of everyday events (for example, the chances of rain and snow). They describe the fairness of events in qualitative terms. They plan and conduct chance experiments (for example, using colours on a spinner) and display the results of these experiments. They recognise different types of data: non-numerical (categories), separate numbers (discrete), or points on an unbroken number line (continuous). They use a column or bar graph to display the results of an experiment (for example, the frequencies of possible categories).

**Structure**

At Level 3, students recognise that the sharing of a collection into equal-sized parts (division) frequently leaves a remainder. They investigate sequences of decimal numbers generated using multiplication or division by 10. They understand the meaning of the ‘=’ in mathematical statements and technology displays (for example, to indicate either the result of a computation or equivalence). They use number properties in combination to facilitate computations (for example, $7 + 10 + 13 = 10 + 7 + 13 = 10 + 20$). They multiply using the distributive property of multiplication over addition (for example, $13 \times 5 = (10 + 3) \times 5 = 10 \times 5 + 3 \times 5$). They list all possible outcomes of a simple chance event. They use lists, venn diagrams and grids to show the possible combinations of two attributes. They recognise samples as subsets of the population.
under consideration (for example, pets owned by class members as a subset of pets owned by all children). They construct number sentences with missing numbers and solve them.

**Working mathematically**

At Level 3, students apply number skills to everyday contexts such as shopping, with appropriate rounding to the nearest five cents. They recognise the mathematical structure of problems and use appropriate strategies (for example, recognition of sameness, difference and repetition) to find solutions.

Students test the truth of mathematical statements and generalisations. For example, in:

- number (which shapes can be easily used to show fractions)
- computations (whether products will be odd or even, the patterns of remainders from division)
- number patterns (the patterns of ones digits of multiples, terminating or repeating decimals resulting from division)
- shape properties (which shapes have symmetry, which solids can be stacked)
- transformations (the effects of slides, reflections and turns on a shape)
- measurement (the relationship between size and capacity of a container).

Students use calculators to explore number patterns and check the accuracy of estimations. They use a variety of computer software to create diagrams, shapes, tessellations and to organise and present data.
VISUAL ARTS - Carly Jones

Visual Art is a unique and expressive subject that engages students in critical and creative thinking. Students are given the opportunity to refine fundamental motor skills, while expressing their ideas and feelings about themselves and their world. Students continue to develop their understanding in art elements such as line, shape, colour, texture, tone and pattern. They will reflect on their own and other people’s art and ideas, identifying key features and discussing the function of Art in the community. 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.

ESL (ENGLISH AS A SECOND LANGUAGE)- Sharon Harrison

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.

LOTE - Wan-Ping Nixon

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 in listening, speaking, reading and writing. Our program also provides opportunities for students to learn about Chinese culture, and therefore increase their intercultural knowledge. Through discovering the culture of the country studied and comparing it with their own, students will then be able to add to their own general knowledge. Throughout the year, students participate in wide range of learning activities such as stories, songs, games, role-plays, reading, writing and a variety of cultural activities. ICT activities will also be used in class for assisting learning where it is suitable.
PHYSICAL EDUCATION & SPORT - James Will

Students will participate in a 50 minute PE session per week where the units covered will focus on student's skill development and fitness. Level 3 students will also have a 50 minute Sport session per, this program will aim to provide all students with the opportunity to learn and use skills in game situations. The emphasis of the program is on good sportsmanship and having fun. The Level 3 students also have opportunities throughout the year to participate in the following sporting events: House Swimming, House Cross Country, House Athletics, District Swimming, District Cross Country, District Athletics and Hooptime Basketball competitions. The students will also have the opportunity to attend a 10 day Intensive Swimming Program run at Aquarena in Term 2. The students will also have the opportunity to attend the Level 3 Camp to Mt Evelyn Recreation Camp in Term 3.

PERFORMING ARTS - Jenny Batten

Students will participate in a 50 minute Performing Arts session per week. At Level 3, 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 3 will include developing skills in reading formal music notation as they participate in music ensembles, including playing the recorder. Level 3 students also have the opportunity to participate in choir activities and other performance opportunities including items at Assembly and of course, the annual Milgate Christmas Carols concert at the end of the year.
PARENT INFORMATION

Welcome to 2012. Your child is now a member of the Level 3 Learning Community. In Level 3 your child will experience a range of different activities and expectations relating to their responsibilities for their learning and actions. They will be encouraged to become more independent learners and to take on further responsibilities with their belongings, behaviour and their general learning.

As teachers we welcome and value your input into their education and encourage you to contact us to discuss any issues or concerns of an academic or social nature.

STUDENT REPORTS

School reports summarise your child’s curriculum program and indicate his/her progress in each of the learning Domains. Your child’s achievement will be shown against the Victorian Essential Learning Standards (VELS).

In Term 2 a Written Report will be provided followed by a Family Meeting. Another Written Report will follow in Term 4 with Family Meetings, if requested by either the parent/s or the teacher.

PARENT COMMUNICATION

“Parent Sharing” evening meetings were held on Monday 20th February where parents were given an opportunity to provide any particular information they wished the teacher to know about their child. Thanks for completing and returning the individual student information sheets which provide valuable background information to your child’s teacher and to those who attended these meetings.

How Can Parents Become Involved?

We value classroom involvement of parents so please speak to your child’s classroom teacher about their programs and what can be done in their rooms. There may be opportunities for parents to attend camps, excursions, Literacy and Numeracy assistants and general classroom tasks. The Parents & Friends, together with School Council and related sub-committees are also key areas for parents to consider involvement.

Some ways that you can be involved in your child’s school:

Become a Class or Specialist helper, Assist on Parents and Friends Committees, Come along to Education Meetings, Attend Working Bees, Come along to Education Week and Celebrations, Volunteer to attend Excursions.
SWIMMING AND OUTDOOR EDUCATION PROGRAMS
There will be a ten day intensive swimming program at Aquarena in Term 2
(May 21 - June 1)
Level 3 students will also participate in a 3 day / 2 night camp to Mt. Evelyn Recreation Camp in Term 3
(Mon 27 Aug - Fri 31 Aug)

HOMEWORK
Each week’s Homework will include aspects of English, Maths and Integrated Curriculum. In addition to the set homework activity children are expected to read regularly, practise their multiplication facts and to learn their personal spelling words. A Homework Sheet, exercise book and Folder will be provided. Children are expected to complete these Homework tasks and to begin to take responsibility for their own learning and to establish study habits.

DIARIES
Each child has a school diary. This is used in various ways eg. for noting important dates, for communication to and from home, for writing down homework requirements, and dates that are significant to each individual. Students are to ensure that they always have their diary with them at school. Parents are encouraged to sign any notes from the teacher as will the teacher with notes from parents. Please write absence notices on a separate piece of paper, not in the diary.

EXCURSIONS
Excursions are planned to compliment our classroom programs. Each term an Excursion Planner will be sent home with details of the costs of upcoming events, and specific notices for each activity will be sent home closer to the date. Please assist by completing and returning such notices promptly. Envelopes will be provided for your convenience, please ensure that accurate information is recorded on these.
SPECIAL PROGRAMS

NATIONAL ASSESSMENT PROGRAM (NAPLAN)
In May 2012, as part of the National Assessment Program—Literacy and Numeracy—national tests will held for all students in Australia at Years 3, 5, 7 and 9.

Dates for 2012:

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<thead>
<tr>
<th>Language Conventions and Writing</th>
<th>Tuesday May 15</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Wednesday May 16</td>
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<tr>
<td>Numeracy</td>
<td>Thursday May 17</td>
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AUSTRALIAN SCHOOLS COMPETITIONS
(ICAS Tests - University of NSW)
Students in Years 3 and 5 are given the opportunity to sit for these tests in Science, Maths, Spelling, English, Writing and Computer. The tests are set and marked externally and provide a very thorough analysis of student performance in relation to other students in Australia.

Dates for 2012:

<table>
<thead>
<tr>
<th>Computer Skills</th>
<th>Tuesday May 22</th>
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<tbody>
<tr>
<td>Science</td>
<td>Wednesday June 6</td>
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<tr>
<td>Writing</td>
<td>Monday June 18</td>
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<tr>
<td>Spelling</td>
<td>Tuesday June 19</td>
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<tr>
<td>English</td>
<td>Tuesday July 21</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Tuesday August 14</td>
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</tbody>
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SPORT
Each child is designated a House upon enrolling at the school. Siblings are placed in the same Houses. House Captains are elected from Level 4 and represent their House at Sporting events. The children are involved in Swimming sports, Athletics and Cross Country events throughout the year.

The House Teams are:

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

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 Pink 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.

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 inschool activities.

Whenever an excursion or inschool 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.

If you have any questions or concerns, please contact us so that we can assist you.

Linda Hill
On behalf of the Level 3 Teaching Team