MILGATE PRIMARY SCHOOL INFORMATION BOOKLET 2012

LEVEL 4
YEARS 5 & 6
<table>
<thead>
<tr>
<th>SPECIALIST PROGRAMS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>ART</td>
</tr>
<tr>
<td>MANDARIN (LOTE)</td>
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<tr>
<td>I.C.T .</td>
</tr>
<tr>
<td>LIBRARY</td>
</tr>
</tbody>
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<thead>
<tr>
<th>2012 School Year dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start</strong></td>
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<td>Term 1</td>
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<tr>
<td>Thursday 2(^{nd}) February</td>
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<tr>
<td>Term 2</td>
</tr>
<tr>
<td>Monday 16(^{th}) April</td>
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<tr>
<td>Term 3</td>
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<td>Monday 16(^{th}) July</td>
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<tr>
<td>Term 4</td>
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<tr>
<td>Monday 8(^{th}) October</td>
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<th>Level 4 Classroom Teachers</th>
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<td><strong>5TW</strong></td>
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<td><strong>6FB</strong></td>
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<td><strong>6HB</strong></td>
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<tr>
<td><strong>6KG</strong></td>
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<tr>
<td><strong>6YP</strong></td>
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HOUSES

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 have been 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.

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.

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.

PARENT – TEACHER COMMUNICATIONS

At any time during the year, interviews regarding your child can be arranged through the class teacher.

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.

PARENT INFORMATION

Welcome to Year 2012. The students are now entering the final phase of their primary schooling. As they settle into the year they will gradually realise what working at ‘Level 4’ means. Teachers will be encouraging them to take more responsibility for their own learning and to work independently for longer periods of time. They will be expected to analyse and interpret information in greater depth and will be encouraged to raise questions and offer their own opinions. As teachers, we value your input into their education – please feel free to contact us throughout the year should you have any concerns of an academic or social nature.
DIARIES
Students are issued with a diary. This is used in various ways e.g. for noting important dates, for communicating between home and school, for writing down homework requirements. Students are to ensure that they always have their diary with them at school. Please sign any message from the teacher to show that you have seen and read it, as the need arises. Teachers will also sign against any messages from parents, once read.

Please write absence notes on a separate piece of paper, not in the diary.

HOMEWORK
Level 4 students complete a variety of homework tasks each week:
- 1000 points of ‘Mathletics’
- Weekly spelling words or Vocabulary extension
- Home reading
- A curriculum task
- Current Affair’s presentations or Speech Club Preparation
- Reflections of the week’s work

Parents are asked to please sign the diary each week to verify that they are satisfied with their child’s completed homework.

PROJECTS
One project is generally given out each term. Projects are linked to the term’s PYP Unit and help students develop their research, planning, writing and presentation skills. You can assist by supporting your child in their search for resources, by discussing presentation ideas, by encouraging them to plan their time wisely and by proof reading their text, but you should try to avoid the trap of doing too much of the actual project for them – this does not assist them in the long run.

PERSONAL HYGIENE
As the students enter their final years of primary school they are beginning to grow and develop at an alarming rate! Teachers will give lessons and reminders about personal hygiene to classes as the need arises. It would be appreciated by all if you could support us by providing the necessary and ongoing encouragement from home to keep clean, change clothes regularly and even to use deodorant daily, if you believe they have reached a stage where they require it. Students are permitted to bring roll-on deodorant and apply it whilst at school.

SPECIAL PROGRAMS

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

Dates for 2011 are May 15th, 16th and 17th.

AUSTRALIAN SCHOOLS COMPETITIONS (I.C.A.S. TESTS – University of NSW)
Students in Years 3-5 are given the opportunity to sit for these tests in Science, Maths, Spelling, and English. 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 ICAS 2012:

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<th>Subject</th>
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<tbody>
<tr>
<td>Computer Skills</td>
<td>22\textsuperscript{nd} May</td>
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<tr>
<td>Science</td>
<td>6\textsuperscript{th} June</td>
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<tr>
<td>Writing</td>
<td>18\textsuperscript{th} June</td>
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<tr>
<td>Spelling</td>
<td>19\textsuperscript{th} June</td>
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<tr>
<td>English</td>
<td>31\textsuperscript{st} July</td>
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<tr>
<td>Numeracy</td>
<td>14\textsuperscript{th} August</td>
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CAMP
Our camp this year is at Camp Norval in The Grampians. It will be held on the Monday 30\textsuperscript{th} April through to the Friday 4\textsuperscript{th} May. Please put these dates in your diary as we hope/expect that all students will attend. All students in Year 5 and Year 6 will attend the same camp.

SPORT
Our Interschool sport program is mainly for the Year 6 students but there will be a number of Year 5 students who participate. The Year 5 students not representing Milgate at Interschool Sport will be involved in an Intraschool Sport program which runs at the same time. The program focuses on skills development and knowledge of how to play the Interschool Sports. Clinics will also be run for these students by Camp Australia.

CURRICULUM
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
VELS
The Victorian Essential Learning Standards (VELS) provides 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 the 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 and Science
3) Interdisciplinary Learning – Communication, Design, Creativity and Technology; Information and Communications Technology and Thinking

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

Level 1  Prep
Level 2  Years 1 & 2
Level 3  Years 3 & 4
Level 4  Years 5 & 6

Learning activities are planned with a direct purpose or outcome in mind so that students, by the end of each Level, possess knowledge and achieve and acquire particular skills that are developed further in later years.

ENGLISH - LEVEL 4
To achieve the Standards (stated below) we are implementing two approaches to facilitate greater engagement by our students in Level 4 Literacy.

Writer’s Notebook
Writer’s Notebook will continue to run in Level 4 this year. Students use their notebooks to gather and explore information and ideas by writing, sketching and collecting meaningful and interesting materials that inspire them to write. These are used to encourage new and deeper thinking and can then be shaped into topics where students can write using a variety of text types.

Reader’s Workshop
The Reader’s Workshop program develops a wider range of comprehension strategies when reading a variety of texts. This encourages students to understand and interpret deeper meaning in more complex texts. Some of the reading strategies included are - inferring, synthesizing, analyzing and critiquing. This is an individualized reading approach allowing the students to choose novels according to their own interests.

English Learning focus
As students work towards the achievement of Level 4 standards in English, they consolidate and build on their foundational learning in English related to texts and language. Students compose, comprehend and respond to an expanding range of texts in print and audiovisual and electronic forms that contain increasingly unfamiliar concepts, themes, information and
issues. With guidance, they reflect on reading, viewing, writing, speaking and listening in ways that develop considered and critical approaches to a range of texts. These include extended literary texts such as novels, short stories, poetry and non-fiction; everyday texts; and media texts including newspapers, film and websites.

Students explore the relationship between the purpose and audience of texts and their structures and features, for example: sentence and paragraph structure, grammar, figurative language and organising structures in print texts; features of visual texts; and sound effects, characterisation and camera angles used in film. They develop their knowledge of how texts are constructed for particular purposes, and examine and challenge generalisations and simplistic portrayals of people and social and cultural issues. They learn how to draw evidence from texts to support their points of view. They experiment with several strategies when interpreting texts containing some unfamiliar ideas and information, for example, reading on, using diagrams, and differentiating between statements of fact or opinion.

Students write texts for a range of purposes that demonstrate their developing understanding of the way imagery, characterisation, dialogue, point of view, plot and setting contribute to the meaning of written and multimodal texts. They use this reflection, and their developing knowledge of the generic structures of different types of texts (such as narratives, reports and arguments), as the basis for composing an increasing range of written and spoken texts. Students become more systematic in their use of strategies for writing (including note-making, using models, planning, editing and proofreading) and make decisions about appropriate structures and features of language in texts for different purposes and audiences. They develop terminology or metalanguage to talk about and describe particular structures and features of language. They develop a multi-strategy approach to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns, and select vocabulary for precise meaning.

Students engage in exploratory talk to share and clarify their ideas, to formulate simple arguments and to seek the opinions of others. They participate in oral interactions for different purposes, including entertaining, informing and influencing others. Students learn to sustain a point of view, and provide succinct accounts of personal experiences or events. They experiment with spoken language features such as pace, pitch and pronunciation to enhance meaning as they plan, rehearse and reflect on their presentations. They build their capacity to combine verbal and visual elements in texts to communicate ideas and information by using, for example, presentation software or overheads. When listening, students practise identifying the main idea and supporting details of spoken texts and summarising them for others. They begin to identify opinions offered by others, propose other viewpoints, and extend ideas in a constructive manner.

Reading
At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts. They analyse imagery, characterisation, dialogue, point of view, plot and setting. They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

Writing
At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They begin to use simple figurative language and visual images. They use a range of vocabulary, a variety of sentence structures, and use punctuation
accurately, including apostrophes. They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions. They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns. They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

Speaking and Listening
At Level 4, students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.

When listening to spoken texts, they identify the main idea and supporting details and summarise them for others. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

MATHEMATICS LEVEL 4
At Level 4 students are consolidating and extending their existing mathematical knowledge. Explicit skills are taught to ensure the continuing developing of mathematics skills. Teachers focus on integrating numeracy activities to allow students to apply their mathematical understanding to real life contexts. Students will gain experience in the curriculum areas of Number, Space, Measurement Chance and Data, Structure and Working Mathematically.

Number
At Level 4, students comprehend the size and order of small numbers (to thousandths) and large numbers (to millions). They model integers (positive and negative whole numbers and zero), common fractions and decimals. They place integers, decimals and common fractions on a number line. They create sets of number multiples to find the lowest common multiple of the numbers. They interpret numbers and their factors in terms of the area and dimensions of rectangular arrays (for example, the factors of 12 can be found by making rectangles of dimensions 1 × 12, 2 × 6, and 3 × 4).

Students identify square, prime and composite numbers. They create factor sets (for example, using factor trees) and identify the highest common factor of two or more numbers. They recognise and calculate simple powers of whole numbers (for example, $2^4 = 16$).

Students use decimals, ratios and percentages to find equivalent representations of common fractions (for example, $\frac{3}{4} = \frac{9}{12} = 0.75 = 75\% = \frac{3}{4} = 6 : 8$). They explain and use mental and written algorithms for the addition, subtraction, multiplication and division of natural numbers (positive whole numbers). They add, subtract, and multiply fractions and decimals (to two decimal places) and apply these operations in practical contexts, including the use of money. They use estimates for computations and apply criteria to determine if estimates are reasonable or not.

Space
At Level 4, students classify and sort shapes and solids (for example, prisms, pyramids, cylinders and cones) using the properties of lines (orientation and size), angles (less than, equal to, or greater than 90°), and surfaces. They create two-dimensional representations of three dimensional shapes and objects found in the surrounding environment. They develop and follow instructions to draw shapes and nets of solids using simple scale. They describe the features of shapes and solids that remain the same (for example, angles) or change (for example, surface area) when a shape is enlarged or reduced. They apply a range of transformations to shapes and create tessellations using tools (for example, computer software).
Students use the ideas of size, scale, and direction to describe relative location and objects in maps. They use compass directions, coordinates, scale and distance, and conventional symbols to describe routes between places shown on maps. Students use network diagrams to show relationships and connectedness such as a family tree and the shortest path between towns on a map.

**Measurement, chance and data**

At Level 4, students use metric units to estimate and measure length, perimeter, area, surface area, mass, volume, capacity, time and temperature. They measure angles in degrees. They measure as accurately as needed for the purpose of the activity. They convert between metric units of length, capacity and time (for example, L=mL, sec=min). Students describe and calculate probabilities using words, and fractions and decimals between 0 and 1. They calculate probabilities for chance outcomes (for example, using spinners) and use the symmetry properties of equally likely outcomes. They simulate chance events (for example, the chance that a family has three girls in a row) and understand that experimental estimates of probabilities converge to the theoretical probability in the long run.

Students recognise and give consideration to different data types in forming questionnaires and sampling. They distinguish between categorical and numerical data and classify numerical data as discrete (from counting) or continuous (from measurement). They present data in appropriate displays (for example, a pie chart for eye colour data and a histogram for grouped data of student heights). They calculate and interpret measures of centrality (mean, median, and mode) and data spread (range).

**Structure**

At Level 4 students form and specify sets of numbers, shapes and objects according to given criteria and conditions (for example, 6, 12, 18, 24 are the even numbers less than 30 that are also multiples of three). They use Venn diagrams and Karnaugh maps to test the validity of statements using the words **none**, **some** or **all** (for example, test the statement ‘**all** the multiples of 3, less than 30, are even numbers’).

Students construct and use rules for sequences based on the previous term, recursion (for example, the next term is three times the last term plus two), and by formula (for example, a term is three times its position in the sequence plus two).

Students establish equivalence relationships between mathematical expressions using properties such as the distributive property for multiplication over addition (for example, \(3 \times 26 = 3 \times (20 + 6)\)).

Students identify relationships between variables and describe them with language and words (for example, how hunger varies with time of the day).

Students recognise that addition and subtraction, and multiplication and division are inverse operations. They use words and symbols to form simple equations. They solve equations by trial and error.

**Working mathematically**

At Level 4, students recognise and investigate the use of mathematics in real (for example, determination of test results as a percentage) and historical situations (for example, the emergence of negative numbers).

Students develop and test conjectures. They understand that a few successful examples are not sufficient proof and recognise that a single counter-example is sufficient to invalidate a conjecture. For example, in:

- number (all numbers can be shown as a rectangular array)
- computations (multiplication leads to a larger number)
- number patterns (the next number in the sequence 2, 4, 6 … must be 8)
- shape properties (all parallelograms are rectangles)
- chance (a six is harder to roll on die than a one).
Students use the mathematical structure of problems to choose strategies for solutions. They explain their reasoning and procedures and interpret solutions. They create new problems based on familiar problem structures.

Students engage in investigations involving mathematical modelling. They use calculators and computers to investigate and implement algorithms (for example, for finding the lowest common multiple of two numbers), explore number facts and puzzles, generate simulations (for example, the gender of children in a family of four children), and transform shapes and solids.

NB As Level 4 includes Years 5 & 6, please note that these outcomes are expected to be achieved by the end of Year 6.

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 4, students build on their knowledge and experiences in making and sharing performing arts works including music, dance and drama. They will sing songs, move and listen to music, play listening & drama games and make music using tuned and untuned percussion instruments. They will also listen, compare and describe the key features of music from a range of times, places and cultures. A focus for Level 4 will be the annual Level 4 Milgate Musical Production to be held in the last week of Term 3. All students will be involved in the preparation and develop an understanding of the production process. There are also other performance opportunities including items at Assembly, the annual Milgate Christmas Carols concert and of course, Graduation, at the end of the year.

VISUAL ARTS
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.
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 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 comparison and reflection, students will then be able to understand language, culture and humanity in a broadened sense. Throughout the year students participate in wide range of learning activities such as stories, songs, games, role-plays, reading, writing and variety of cultural activities. ICT activities will also be used in class for assisting learning where it is suitable.

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 a 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 where the units covered will focus on student’s skill development and fitness. Level 4 students will also be involved in a sports program that provides 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. Our sporting program during Term 1 & 2 consists of: all Year 6 students will be involved in two hours of Interschool Sport and the Year 5 students will participate in Interschool/Intraschool Sport program during this time. The Level 4 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, District Round Robins, Hooptime Basketball competitions and various other activities which arise throughout their PE sessions. The students will also have the opportunity to attend the Level 4 Camp to The Grampians in Term 2.

**A copy of the “PHYSICAL EDUCATION PARENT HANDBOOK”, is available on the Milgate PS website.

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 3-6 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.