INFORMATION BOOKLET
2013

Year 1

Debbie Mierisch
Principal

Mark Roberts
Assistant Principal

Teachers:
1LS  Ms Lyn Sanders (Year 1 Co-ordinator)
1SB  Mrs Sarah Brown
SCHOOL INFORMATION

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
9.00am  
Learning begins
10.40 - 11.10am  
Morning recess
12.50 - 1.00pm  
Lunch eating time [inside]
1.00 - 1.50pm  
Lunch play
3.30pm  
School Finishes

SPECIALIST PROGRAMS
Art  
Judy Gallagher
E.S.L.  
Sharon Harrison
Learning Technologies  
Class Teacher
Library  
Class Teacher
L.O.T.E. (Mandarin)  
Ping Nixon
Music  
Jenny Batten
Physical Education  
James Will

HOUSES
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. We have four House teams, they are:

<table>
<thead>
<tr>
<th>BOYD - Blue</th>
<th>ROBERTS - Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>McCUBBIN - Green</td>
<td>STREETON - Yellow</td>
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Our Houses are named after four famous Australia artists from The Heidelberg School, an Australian art movement in the late 19th century. The movement has latterly been described as Australian Impressionism. The artists names are Arthur Boyd, Frederick McCubbin, Tom Roberts and Arthur Streeton.
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 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 INFORMATION
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.

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 in 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.
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.

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/street 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 / Games 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
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
In Year 1, 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 a ‘maths’ activity 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).

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.

SPECIAL PROGRAMS

CAMP / SLEEPOVER
Year 1 Children participate in a Sleepover at the school on Friday 18th – Saturday 19th October.

The students sleepover in the stadium and eat breakfast together in the morning. Some activities they participate in are tabloid sports and a scavenger hunt.

Please put this date in your diary now, as we would like all students to attend.
Milgate PS will be using the International Baccalaureate Primary Years Programme (IB PYP) as the basis of the curriculum / teaching and learning program. It will also be linked in with the AusVELS (The Australian Curriculum).

**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**  Co-operating, 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 or 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, AusVELS AND AUSTRALIAN CURRICULUM

Within Victorian school since 2006 we have used the Victorian Essential Learning Standards (VELS) curriculum. VELS was designed and endorsed by the Victorian Curriculum and Assessment Authority (VCAA) and has provided a framework for all Victorian schools for the last seven years.

In 2013 a national Australian Curriculum has been introduced to all school across Australia. The curriculum will span from Foundation (current Prep year) to Year 10. In 2013 Victorian schools will incorporate the Domains of English, Mathematics, History and Science into the school curriculum. The VCAA has decided to merge aspects of VELS with the Australian Curriculum and it has named this AusVELS.

In 2013 the following VELS curriculum will be merged with the Australian Curriculum in these areas.

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

The Australian Curriculum has been written to equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. The introduction of AusVELS will provide subtle changes to the curriculum and will focus on the following cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

**ENGLISH AusVELS**

The focus of AusVELS is now on the slightly different content areas of:

- Reading and Viewing
- Writing
- Speaking & Listening

The Australian Curriculum: English is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literature
- **Literacy**: expanding the repertoire of English usage
Aims
The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

MATHEMATICS (AusVELS)
The focus of AusVELS is now on the slightly different Content Strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The Content Strands describe what is to be taught and learnt.
The major difference with the current VELS to the new AusVELS is the focus on the Proficiency Strands of:

- Understanding
- Fluency
- Problem Solving
- Reasoning

The Proficiency Strands describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the levels of schooling.

Aims
The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.
ENGLISH - YEAR 1

In Year 1, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts.

Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognizably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

ENGLISH LEARNING STANDARDS

Reading and viewing
By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.

Writing
When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper and lower case letters.

Speaking and listening
They listen to others when taking part in conversations using appropriate language features. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics.
MATHEMATICS - YEAR 1

In Year 1:

Understanding includes connecting names, numerals and quantities, and partitioning numbers in various ways.

Fluency includes counting number in sequences readily forward and backwards, locating numbers on a line, and naming the days of the week.

Problem Solving includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, and using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer.

Reasoning includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data, and explaining patterns that have been created.

MATHEMATICS LEARNING STANDARDS

Number and Algebra
Students count to and from 100 and locate these numbers on a number line. They partition numbers using place value and carry out simple additions and subtractions, using counting strategies. Students recognise Australian coins according to their value. They identify representations of one half. Students describe number sequences resulting from skip counting by 1s, 5s and 10s. They continue simple patterns involving numbers and objects with and without the use of digital technology.

Measurement and Geometry
Students use informal units of measurement to order objects based on length and capacity. They tell time to the half-hour and explain time durations. Students describe two-dimensional shapes and three-dimensional objects. They use the language of distance and direction to move from place to place.

Statistics and Probability
Students describe data displays. They ask questions to collect data and draw simple data displays. Students classify outcomes of simple familiar events.

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. 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, as well as make music using tuned and untuned percussion instruments. A focus for Year 1 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. There are also other performance opportunities including items at Assembly and the annual Milgate Christmas Carols concert.
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.

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 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. Learning Technology activities will also be used in class for assisting learning where it is suitable.

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, which takes 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. 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.

LEARNING TECHNOLOGIES

Milgate Primary School supports the belief that through Learning Technologies, children become equipped to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. Students will find, explore, analyse, exchange and present information using their iPad and computers. Focus will be given to developing the skills necessary for children to be able to create and use information in a safe, discriminating, effective and creative way. All students will use Learning Technologies as a routine part of classroom activities across the curriculum.

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. As part of the 1-1 iPad program, students in Year 3 and 5 are also required to have signed the “1-1 iPad Program Acceptable Use Agreement”.

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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 Year 1 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 “PHYSICAL EDUCATION PARENT HANDBOOK” is available on the school 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 or on the school’s website.

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.