INFORMATION BOOKLET
2013

PREP

Debbie Mierisch
Principal

Mark Roberts
Assistant Principal

Teachers:
Prep CJ  Ms Carly Jones (Prep Co-ordinator)
Prep JP  Ms Julie Parker
Prep MT  Miss Melissa Turner
Prep PM  Ms Paola Mancini
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:

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

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
We believe it is important to establish and maintain positive parent-teacher understanding and communication of information between home and school. The green Milgate book bag is an excellent way to securely transport Take Home books, notices, lunch orders, money for excursions or incursions etc. Please check the contents when it comes home each afternoon and make sure it is returned to school every day.

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

The school also provides opportunities to discuss your child through scheduled introductory parent/teacher discussions in Term 1, and formal parent/teacher interviews mid-year which are scheduled to discuss your child’s educational progress.
Detailed written reports, indicating your child’s progress, are prepared in June and December.

Keep the Teacher Informed
Please keep the teacher informed of any upsets your child may have experienced either at home or at school so that they are aware of the situation and are able to handle it appropriately.

Parent Helpers
Parent help is appreciated in the classrooms in many ways, for example, to supervise literacy or numeracy learning activities, cover new books, photocopy or laminate and word process children’s work, assist on excursions, or guide 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, setting the table, playing card and board games can promote their language and maths abilities.
- Provide children with a broad range of experiences that they can talk and write about at school. Activities do not have to be expensive. A walk along the beach is fun and a wonderful learning experience that costs nothing.
- Encourage children to feel capable, independent and responsible – by promoting these feelings you are helping them to cope at school and thus encouraging learning.
- Establish realistic expectations for children and do not be disappointed if they make mistakes while learning. Mistakes are part of learning and improving.

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 show and tell items and environmental happenings. Share an interest in his/her hobbies and sports.

Have television / computer / electronic games firmly in their place
A balanced viewing program leaves plenty of time for reading, outside interests and family conversations.

Foster Reading
Join a local library, encourage some time with a book at bedtime, buy books as presents.

ABOVE ALL ....... COMMUNICATE WITH YOUR CHILD

HOMEWORK
At Prep, homework will consist of reading each school night or morning to practise appropriately phrased and fluent oral reading, as well as Show and Tell presentations.

Each term a Show and Tell topic roster will go home for your child to prepare their weekly item.

Your child will select Take-home books from their classroom according to their reading ability. Please make an effort to have someone in the family listen to your child read daily. After your child has read their book you can ask questions about what they have read and encourage them to retell aspects of the content and provide some insight about his or her understanding of the meaning of the text. Please make this a routine. Reading is understanding what the words are saying not just being able to sound out a word. Your child will also bring home lists of high frequency words to be practised as well.
PREP INFORMATION FOR PARENTS

Drop Offs and Pick Ups
To encourage independence we encourage students to enter and leave the classroom through the outside classroom doors. Parents are asked not to enter corridors before and after school as it can become quite congested.

Early Days
It’s quite natural for your child to experience some apprehension about school as well as excitement. Provide time to discuss ‘school’ with your child. Be positive and loving and do all you can to help your child be happy and confident about beginning school.

The first few days of school can be extremely tiring – school might be the biggest step your child has ever taken!

Buddies
The Buddies Program operates to support the new Preps’ transition to school. Most children met their Year 6 Buddy at their last transition session and early in 2013 they will begin to get to know their Buddy by sharing classroom activities and being supported in the playground.

Lunches and Snacks
The school day is divided up into classroom teaching and learning sessions with a half hour break mid-morning at 10.40am and then a longer lunch break from 12.50 – 1.50pm. Students have a 10 minute period where their lunch is eaten inside their classroom supervised by their teachers. In the early stages of school, teachers allow extra time for our new students to eat their lunch. Lunches can be brought from home or purchased from the canteen. It is important that your child has a nutritional lunch. Please don’t over-pack your child’s lunchbox with too many treats or snacks. Children will often ignore the healthy food and only eat the chips or cake!

Because our lunch break is a little later than many of our new students are used to, we encourage a snack that is substantial. Many children have a lunch made up of a selection of smaller items – some get hungry at playtime and prefer to eat a bigger snack at 10.40am and then another snack at 12.50pm. You may like to explain to your child which items in the lunchbox are their snack and their lunch.

Teachers will encourage children to eat what is sent along in their lunch box, but it is important for families to monitor and encourage healthy eating habits.

Nude Food
In an effort to minimise landfill and reduce the cost of having our rubbish collected we are encouraging students to bring ‘nude food’ - food in reusable plastic boxes. We may also send some wrappers home in lunchboxes.

Please ensure that all lunch boxes are clearly named.

Water is an ideal liquid for children to be drinking. Water bottles (no sugar drinks) are kept within the classroom area/sink area and children are encouraged to drink regularly from these. Do not give your child liquids in glass bottles.

Canteen
Lunches can be ordered from the Canteen every morning. Children have a designated box outside their classroom in which to place their order. A menu will be sent home next year. To eliminate the possibility of children losing their money, snacks can also be ordered in the morning and collected from the canteen at lunchtime.

Toilets
The establishment of toilet routines are important for children beginning school. All children must ask the teacher if they need to go to the toilet during class time and must go with another child of the same sex.
Extreme Weather
On days of extreme heat, students return to their air conditioned classrooms for the second half of the lunch break. In the case of rain or extreme wind, a ‘wet-day’ timetable is called and children spend their break supervised in classrooms until the weather subsides.

STARTING PREP
School Uniform
Children are required to wear the Milgate school uniform. School uniforms can be purchased from Doncaster Schoolwear, 182 Whitehorse Rd, Blackburn. There will also be opportunities to purchase the uniform from the school. Information regarding days and times will be advertised in the school newsletter.

Our SUNSMART policy requires all children to wear a Milgate Sunsmart hat for outdoor activities during Terms 1 and 4.

Requirements for all Children
- Milgate ‘SunSmart’ hat
- Milgate school bag
- Art smock – an old shirt or one purpose made.
- Two boxes of tissues
- Waterproof Library bag
- Colouring book (for wet / hot day play)

Children will need to be able to identify their Milgate school bag. Some useful ideas are - a key tag, a ribbon tied to the bag or a sticker to aid quick identification.

ALL PERSONAL ARTICLES, INCLUDING SCHOOL BAGS AND SHOES SHOULD BE CLEARLY NAMED
For security reasons, do not write your child’s name on the outside of the bag.

Some suggestions to help make your child’s transition to school smooth
Over the summer you may like to focus on encouraging your child to:
- say his/her name, address and telephone number.
- put his/her shoes on the correct feet and attempt to tie up laces.
- use the toilet independently and wash hands.
- dress and undress without assistance – jumpers, socks and shoes.
- use a handkerchief/tissue properly.
- recognise his/her named belongings – clothing, lunch box, library bag, art smock.
- open his/her school bag, lunch box, unscrew the lid on their drink container or get a drink from a tap.
- wash his/her hands before eating.
- go straight to your meeting point after school and not to wander away to the playground.
- use a school crossing properly and to have a basic understanding of road safety.
HEALTH AND WELL-BEING

Attendance and Absences

Regular attendance helps... school work, social adjustment, developing a sense of responsibility.

Absences impact on your child's development at school. However, your child's health is very important, and if HE/SHE IS ILL THEN THEY SHOULD NOT ATTEND SCHOOL. If there is any doubt about your child's ability to cope with a day at school through illness or injury, please keep the child at home to avoid any possible problems. If you work and your child is obviously unwell, please arrange for someone to take care of him or her.

If your child is going to be away please send a note to school, with your child when they return, for our attendance records informing the school of the reason for the absence.

The school must be notified if:

- your child has contracted an infectious disease.
- there is to be a long absence due to illness.
- a child needs to take his/her medication (normally kept at the office) on an excursion.
- your child has a more serious medical condition. Information must be provided by the parent for emergency procedures if a parent cannot be contacted, doctor’s and specialist’s name and phone number, details of medication and any other relevant medical information. Standard documentation is given by health practitioners for children with allergies.

Infectious Diseases / Conditions

A number of reasonably common childhood diseases or conditions are listed below with information about the DEECD regulations and requirements for exclusion or special treatment.

- Chicken Pox – until fully recovered or at least one week after the eruption first appears.
- Conjunctivitis – until discharge from eyes has stopped.
- Diarrhoea – until it has stopped.
- Infectious Hepatitis – until receipt of a medical certificate of recovery.
- Hepatitis B – until recovery from an acute attack.
- Impetigo (School Sores) – until sores have fully healed, or treatment has commenced and exposed sores are covered with occlusive dressings.
- Scabies – until appropriate treatment has commenced.
- Measles – until at least five days after the appearance of the rash.
- Meningococcal Infection – until receipt of a medical certificate of recovery.
- Rubella – until at least five days after the appearance of the rash.
- Mumps – until fully recovered.
- Ringworm – until appropriate treatment has commenced.
- Head Lice – until appropriate treatment has commenced.
- Whooping Cough – two weeks after the onset of the illness and a medical certificate of recovery is received.
- Streptococcal Infection – until receipt of a medical certificate of recovery.

Immunisation

If your child has not been immunised and there is an outbreak of an infectious disease, your child may be excluded from school for the entire period of the outbreak.
Asthma
For children with asthma, medication may be kept in their school bags but teachers should be informed so we can monitor usage. Please fill in and return the **Asthma Management Plan** which you will receive. Please talk to your child’s teacher if and when medication needs changing throughout the year.

Allergies
For children with Anaphylaxis or allergic reactions, parents need to complete either an **Anaphylaxis or Allergy Action Plan**. Please contact the school office for more information.

Emergency Contact Numbers
We have emergency contact numbers in the office and in the classroom. It is vital that we have a current emergency contact number in case your child is injured or becomes ill at school and we are unable to contact you. We would appreciate it if you inform the office immediately of a change of address or contact number.

Medication at School
As mentioned above school is not the place for sick children, however there are times when children are well enough to attend school but need to take prescribed medication as part of treatment for a particular illness. The office staff closely supervise all medication and its administration. To assist them in this duty, parents should supply medication in a container that gives the name of the student, the dose and the time it is to be given. The name of the medication should be clearly marked on the container. All instructions regarding these directions must be written on a form which can be collected from the office or downloaded from the school’s website. Please note non-prescription medications will not be administered and children are not permitted to bring analgesics to school.

Head Lice
Head Lice are common in primary school children. It is suggested that long hair be kept tied back. You will have already signed a consent form, so that in the event of an outbreak, your child’s hair can be checked for head lice. Please keep a constant check on your child’s hair and treat appropriately.

GENERAL SCHOOL PROCEDURES

**Late Arrivals**
Children who are late for school must report to the office. Their names will be recorded in the Late Arrivals Book and they will be given a late pass to give to their teacher.

**Early Pick-ups**
Children collected during school hours must be **signed out** at the office BEFORE they are collected from their classroom. Give the **Early Exit note** to the teacher caring for your child. No child is permitted to leave the school grounds independently during school hours.

**Visitors to School**
At School, we place a great emphasis on student safety and have adopted a number of practices to ensure the safety of our students. One of these procedures is the practice of asking **all parents and visitors to the school between the hours of 9:00am – 3:30pm to register at the Office and wear a Visitors Badge when in the school.** Children are taught that authorised adults at school should be wearing a badge and in order for there to be no confusion for the children, parents, whether visiting the classrooms for a short time or helping with a task at the school, are requested to register at the Office and wear a Visitors Badge whenever they are in the school.

**Money Sent to School**
If your child is requested to bring money to school for any reason, please make sure it is carefully sealed in an envelope and clearly labelled with the child’s NAME, GRADE, AMOUNT and PURPOSE on the outside.

**Notices**
These are usually distributed to the eldest child in each family attending the school. Sometimes all the children in a particular grade will receive a notice relating to a specific class activity (i.e. excursions). Please impress upon your child the importance of delivering these notices to you promptly.
RELIGIOUS INSTRUCTION
Religious Instruction lessons are taken by accredited instructors and give a general understanding of the Christian faith. Attendance is optional – you will have signed a permission form regarding this.

LOST PROPERTY
Any lost clothing, books, bags etc. that are not claimed within a class, find their way into the lost property cupboard located at the end of the Year 2 building, near the Library.

PARKING
Please observe the parking restrictions in Landscape Drive and Serpells Road, particularly when dropping off children in the mornings and when collecting children in the afternoons. Please pull off the road to collect your child and, in particular, do not stop your car on the crossing to allow children in and out of your car.

Doncaster police, in conjunction with Manningham Council, regularly blitz the school surrounds and have fined motorists who breach the traffic laws. Infringement Notices are issued without warning, concerning double parking, parking in 3 minute or no standing areas and bus zones.

PRIVACY AND PHOTOGRAPhS
At Milgate Primary School we celebrate the efforts of our students by mentioning their participation in school events and their achievements in WHAM. Occasionally photographs of students and examples of their work are included. Photographs of students are on our school intranet and website. We ask for your signed consent in order to use photographs in this manner.

We allow parents to record school Assemblies and other performances as this creates a memento that can be shared with other family members. Video or audio recording is permitted at school under a copyright license paid by DEECD on behalf of all government schools (AMCOS/ARIA license).

We invite local press to school events and they are expected to follow school policy on the publication of photographs of students. When a story is about an individual achievement we will always seek your consent before passing information or photographs to the press for publication. Unless a story features an individual child, only group photos are published and students identified by first name and year only.

If you have any concerns about how photographs of your child may be used by the school please let us know.

SPECIAL PROGRAMS

INTRODUCTION TO OUR OUTDOOR EDUCATION PROGRAM
Celebrating 100 Days at School Breakfast
In Term 3, students will have reached the milestone of their 100 days of schooling. In celebration Preps will take part in a breakfast held at school. They will come to school in their pyjamas and eat breakfast together, followed by an afternoon of fun activities.
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 AusVELS (The Australian Curriculum).

**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  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 schools 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 schools 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 - PREP - LEARNING STANDARDS

Reading and viewing
By the end of the Foundation level, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters.

Writing
When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Speaking and listening
They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.

MATHEMATICS - PREP - LEARNING STANDARDS

Number and Algebra
Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets. They match individual objects with counting sequences up to and back from 20. Students order the first 10 elements of a set.

Measurement and Geometry
Students identify measurement attributes in practical situations and compare lengths, masses and capacities of familiar objects. They order events, explain their duration, and match days of the week to familiar events. Students identify simple shapes in their environment and sort shapes by their common and distinctive features. They use simple statements and gestures to describe location.

Statistics and Probability
Students sort familiar categorical data into sets and use these to answer yes/no questions and make simple true/false statements about the data.

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 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 and drama games and make music using tuned and untuned percussion instruments. 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. 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. 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”.

**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. Our sports program 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.

The “PHYSICAL EDUCATION PARENT HANDBOOK” is available on the school website.

**ENRICHMENT PROGRAMS**

A variety of enrichment programs are offered to students in Years Prep – 6. These include: Chess, Keyboard, Guitar and Instrumental Music. 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.

**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.