Dear Parents & Care-givers,

Welcome to the 2013 school year.

Year 4 is an exciting time for the students as they make the transition from junior to middle school. The purpose of this Information Book is to provide you with information about the learning which your child will experience. Please do not hesitate to contact your child’s teacher if you need any further information.

Year 4 Class Teachers.

Brooke Dorman 4DR Room C7
Megan Ryan 4DR Room C7
Rachel Butler 4RB Room C2
Sharelle Bird 4SB Room C8
Jen Powell 4JP Room C4
Jeannette Wheeler 4JW Room C3
Curriculum

Below is a brief summary of the standards for Level 3 in some of the areas you may not be familiar with. They play a very important role in the way in which knowledge and understanding is attained in the key subjects of Literacy, Numeracy, Science and Humanities.

Personal Learning

The individual learner
At Level 3, students describe the factors that affect learning and identify strategies that will enhance their own learning. With support, they identify their learning strengths and weaknesses and learning habits that improve learning outcomes. They seek teacher feedback to develop their content knowledge and understanding. They make and justify some decisions about their learning and, with support, set learning improvement goals. They contribute to the development of protocols that create a positive learning environment in the classroom.

Managing personal learning
At Level 3, students set short-term, achievable goals in relation to specific tasks. They complete short tasks by planning and allocating appropriate time and resources. They undertake some multi-step, extended tasks independently. They comment on task progress and achievements. They manage their feelings in pursuit of goals and demonstrate a positive attitude towards their learning.

Interpersonal Development

Building social relationships
At Level 3, students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.

Working in teams
At Level 3, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team’s progress towards the achievement of agreed goals.

Thinking

Reasoning, processing and inquiry
At Level 3, students collect information from a range of sources to answer their own and others’ questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions.

Creativity
At Level 3, students apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate available information to explore ideas.

Reflection, evaluation and metacognition
At Level 3, students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.

Civics and Citizenship

Civic knowledge and understanding
At Level 3, students demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community. They sequence and describe some key events in Australia’s democratic history. They describe symbols and emblems of national life in Australia and identify values related to symbols and national celebrations and commemorations. They describe the purpose of government, some familiar government services and the roles of some leaders and representatives. They explain the difference between rules and laws and describe the qualities of a good law. They explain why protection and care for the natural and built environment is important.
Community engagement
At Level 3, students contribute to the development and support of class rules and participate in school celebrations and commemorations of important events. They describe some of the roles and purposes of groups in the community. They work with other students to identify a local issue and plan possible actions to achieve a desired outcome. They describe the benefits of action at the local level and the democratic aspects of the process. They participate in activities to protect and care for the natural and built environment.

Our whole school focus values for 2013
By the time learners leave our school every one of them will have improved their ability to be ..... 

Wellbeing
Here at Kilberry Valley Primary School we value the emotional and social development of your child.

Currently we provide a variety of programs such as: You Can Do It, weekly ‘Welfare Matters’ in the newsletter, Kids Hope Mentoring and Kids Matter in order to promote the emotional and social development of your child.

Our whole school behaviour initiatives revolve around restorative practices. These follow a six step student behavior management program that compliments and reinforces the school’s five Golden Rules. A weekly Green Card Reward System reinforces our school’s 5 Golden Rules and the Six step student behavior management program.

1. Our aim is to involve the school community with opportunities to interact with each other at organized family friendly events. We would like to invite the parents of our students each Friday afternoon to join us in the school gym for Kilberry Café.

2. Should you have any concerns regarding your child’s welfare please contact the classroom teacher first, they may then refer you onto our welfare team.
Information and Communications Technology

ICT for visualising thinking

At Level 3, students use ICT tools to list ideas, order them into logical sequences, and identify relationships between them. Students retrieve their saved visualising thinking strategies and edit them for use in new, but similar situations. They explain how these strategies can be used for different problems or situations.

ICT for creating

At Level 3, students organise their files into folders classified in a way that is meaningful to them. Students explain the purpose of passwords for accessing files stored on networks. They follow simple plans and use tools and a range of data types to create information products designed to inform, persuade, entertain or educate particular audiences. They create information products to assist in problem solving in all areas of the curriculum. With minimal assistance, students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products.

They make ongoing modifications to their work to correct the spelling of frequently used words and to rectify simple formatting errors. They evaluate the final information product and describe how well it meets its purpose. Students make adjustments to their equipment and apply techniques that are ergonomically sound.

ICT for communicating

At Level 3, students initiate and compose email messages to known and unknown audiences and, where appropriate, send replies. Students create folders in their mailbox to organise the storage of email messages they wish to keep. They locate information on an intranet, and use a recommended search engine and limited key words to locate information from websites. They develop and apply simple criteria to evaluate the value of the located information.

Communicating with teachers

The teachers at Kilberry Valley Primary School always appreciate the feedback and involvement of parents. Feel free to contact your teacher via phone, in person or through a note in the diary to organise an appointment.

Please be aware that there are staff meetings after school on a Monday and Tuesday night, so teachers may require a few days notice to offer you an extended period of time to discuss your child. You may also phone the office and leave a message that will be passed onto the teacher to return a call.

Individual Development Plans (IDP’s)

Each student will receive an Individual Development Plan suited to his or her own personal learning needs. This IDP will be developed through discussions between parents, student and teacher.
Parent Helpers

We would like to remind any parents who wish to help out in their child’s class, or around the school, that they must have a valid Working With Children Check. This includes attending excursions and camps. A form can be collected from the office and there is no cost involved. Once you have received your Working With Children Check card, take it to the office to register, and then wear your card every time you volunteer at the school. This ensures an even greater level of security for your children.

Please contact your child’s teacher if you are interested in helping out in any way.

Homework

Students in year 4 receive weekly homework. It has 3 sections.
A word study activity based on the text on the sheet.
A mathematics focus which is revision of classwork.
An inquiry activity exploring the main theme of the term.
Students must complete each section every week to an acceptable standard. Parents are required to sign the homework each week before it is returned to school by Friday.
If homework is not completed for any reason please supply a note.

Every student has a school diary. This is a very important communication tool between the school and home and must be at school every day and taken home every night. Students are to write the title of their take home book in the diary and parents are to sign every night.

Premiers’ Reading Challenge

Each year Kilberry Valley Primary School students are invited to participate in the Premiers’ Reading Challenge and this year we are extending this invitation to younger siblings of our students. The Challenge will commence early in March and will finish in September (dates will be provided in future newsletters).

To complete the Challenge:

Years 3 to 6 need to read fifteen books by the closing date - ten must be from the Premiers Reading List and 5 own choice.

Prep to Year 2 need to experience thirty books. Twenty must be from the Premier’s Reading List and ten own choice. These books will be read to the children in class but if you wish to read more you are most welcome to.

Your child’s classroom teacher will provide you with a password so that you can log books read onto your child’s record. The younger siblings will follow the same rules as the children in Years Prep – 2. Your child’s classroom teacher has a full list of books on the Challenge and there is a list on display in the library. You may also access the Book Lists and find out more about the Challenge on the Premiers’ Reading Challenge website: www.education.vic.gov.au/prc . You are welcome to borrow books at our school library before and after school.

For the past three years 100% of our students completed the Challenge. It would be great to do the same this year and to include our younger brothers and sisters. So good luck everyone.
**Absences/Late Arrivals**

Students are encouraged to be at school every day. If your child is absent from school, please contact the school on the day of absence and provide a signed note upon their return. If arriving at school after 9am, students are required to collect a late pass from the office before going to class. The education department has guidelines for conditions when students must be excluded.

For more information please visit:

*It's cool to be at school, it's not okay to be away!*

**Sunsmart**

Kilberry Valley Primary School is a Sunsmart school and students are required to wear a navy blue broad-rimmed style hat at all times when outside during terms 1, 2 and 4. This includes recess, lunch, physical education classes and whole school assemblies. Without a hat, students will be unable to access the canteen and indoor areas during recess and lunch.

**Lost Items**

Please assist classroom teachers by having your child’s clothes clearly labeled with their name. As tags on jumpers often tear off, write their name around the collar. If an item is lost in the playground, it may be handed into lost property, located in the old gym foyer. Parents can check here before and after school, and students can check at recess or lunch. During the last week of each school term any unclaimed and un-named items will be sold for $2 an item.
### Dates to put in your diaries

**2013 – Term Dates**

Term 1: Wednesday 30th January to Thursday 28th March  
Term 2: Monday 15th April to Friday 28th June  
Term 3: Monday 15th July to Friday 20th September  
Term 4: Monday 7th October to Friday 20th December

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For further information, newsletters, notices and updates.  
Please visit the school’s web site:  
www.kilberryps.vic.edu.au