Weeden Heights Primary School
Vermont South

**Grade Four - Learning Agreement**

In grade 4 we want to be the best person we can be. We will help others by sharing ideas and asking them to join our games. We like to do our best and use good manners to compliment and encourage people. We will ask questions as curious learners and think of creative ideas. We are all responsible for our own learning and for making good decisions.

Grade 4
Upper School
Information Booklet 2016
Our Mission
Weeden Heights Primary School empowers and supports students to achieve personal excellence to become life long learners and global citizens who make a positive difference.

We Are
A dynamic child centred, learning community committed to providing exemplary programs in a challenging, vibrant and safe environment.

Our School Values
Respect  Personal Excellence  Curiosity and Creativity  Collaboration

We Support
Our students to be life long learners who are:

- Logical and Creative Thinkers
- Knowledgeable
- Tolerant
- Motivated
- Resilient
- Imaginative
- Open Minded
- Risk Takers
- Reflective
- Caring and respectful.

Our Curriculum
Is designed to ensure students:

- Experience the joy of learning and reach their academic potential
- Develop comprehensive literacy and numeracy skills
- Foster enquiry learning, thinking skills and problem solving
- Teach students how to learn across all areas including Science, Technology, Engineering and Mathematics (STEM), History, Economics,
Caring For and Nurturing Students

A Whole School Commitment

In addition to providing a vibrant learning environment and a safe and secure physical environment, we place significant emphasis on the well-being of our students. We know our students and make them feel valued.

Our programs and services include:

- Individual care of every student
- Cross-age and grade mentoring
- Buddy program
- Cyber Safety
- Specialised lunchtime activities
- School House System
- Visible playground supervision
- Qualified First Aid staff
- UV/Sunsmart Policy
- Asthma Friendly Accredited School.

Community Partnerships

We believe the home/school partnership is vital to a child’s achievement and welcome parents and community involvement through:

- Close communication between home and school
- Stephanie Alexander Kitchen Garden program
- Classroom Helper programs
- School Council
- Parents Association
- Classroom Parent Representatives
- Parent / Student / Teacher Partnership Meetings
- Open mornings, days and evenings
- Fortnightly electronic newsletter, “Nokuna”
Welcome to Grade 4

Kayla
Iris
Henry
Nathan
Geordie
Sophie
Ethan
Zoe
Kirk
Edison
Campbell
Sherry
Carina
Aneka
Jade
Evan
Jackson
Tristan
Taya
Claire
Daniel
Emma
Rhys

Class Teachers
Rosslyn Cole & Anne Peddington

Specialist Teachers
Languages - Delphine Todd
Performing Arts – Sally Lockyer
Physical Education - Susie Modin
Visual Arts - Sally Lockyer (Junior School)
Daily Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doors Open</td>
<td>8:50 am</td>
</tr>
<tr>
<td>Classes Commence</td>
<td>9:00 am</td>
</tr>
<tr>
<td>Recess</td>
<td>10:40 am - 11:10 am</td>
</tr>
<tr>
<td>Classes resume</td>
<td>11.10am</td>
</tr>
<tr>
<td>Lunch Eating</td>
<td>12:50 pm</td>
</tr>
<tr>
<td>Lunch Break</td>
<td>1:00 pm to 1:50 pm</td>
</tr>
<tr>
<td>Classes resume</td>
<td>1.50pm - 3.30pm</td>
</tr>
</tbody>
</table>

Inquiry Learning
Term One Focus—How can I be the best me?

Students will complete their Inquiry by focussing on the key contributing concepts of independence and interdependence, communication and decision making. Following on from the initial Bright Beginnings program (Wellbeing) during the first two weeks of school, the process areas of Civics and Citizenship, Independence, ICT, Personal and Social Capabilities and Ethical Capabilities will be encompassed through student directed inquiry.

eLearning/ICT

Computers and digital technology is integrated across our entire curriculum. Students have the opportunity to regularly use desk top computers, notebooks, iPads, digital cameras and the Internet.

Weekly Schedule

Library
Each child is encouraged to borrow 2 books weekly. Books may be kept for 1 week at a time and re-borrowed if required.

Visual Arts
Please provide your child with an art smock to protect their school uniform (an old shirt is perfect).

Languages
Students are learning French in 2016. The language program is designed to instil an appreciation of language learning, teach students the necessary vocabulary and phrases and introduce students to the French culture.

Physical Education
Please ensure that your child has appropriate footwear to enable them to safely participate in outdoor (weather permitting) activities.

Interschool Sport
Students from years 5 and 6 will be involved in Interschool Sport during term 1 and 2 and compete against other local schools. Each week, the teams will involve all year 5 and 6.
Stephanie Alexander Kitchen Garden Classes
Year 2—6 students will participate in kitchen and garden classes as a part of our science program at Weeden Heights PS. All classes in our school will be responsible for the maintenance of an allocated garden bed and foundation and year 1 students will have opportunities to learn in the kitchen and garden throughout the year. Please ensure your child has appropriate wet weather footwear and clothing for garden classes.

Whole School Assembly
Monday mornings commencing at 9:00 am. Please join us in celebrating the students and their achievements.

General Information for Parents

Absences
Your child’s learning is paramount at Weeden Heights Primary School and unnecessary absenteeism can hinder his/her progress in the following ways:

- Vital information relating to the classroom timetable and routine can be missed leaving your child feeling lost and insecure
- Missed curriculum instruction can impede progress which can lead to loss of self confidence
- Your child’s social development can be interrupted making interaction with peers difficult at times.

However, the best place for a sick child is at home. A child who is unwell finds it difficult to concentrate and achieve his/her best. A day’s rest at the onset of an illness can often avoid a prolonged absence.

For short absences a dated written note containing your child’s name, grade and reason for absence would be appreciated when they return. If your child is going to be absent for more than two days it would be appreciated if you could phone the school and also send along a written note.

It is a Department of Education and Early Childhood Development requirement that all absences are reported. Absences without an accompanying written note are recorded in the system as ‘unexplained’.

Camping Program
At Weeden Heights Primary School, the camping program aims to provide each student with the opportunity to gain knowledge, experience and a sense of achievement through a variety of challenging activities within different environments. This program promotes the students' independence and builds positive teacher-child and peer group relationships.

Communication and Reports
The home-school partnership is vital. We encourage parents to contact teachers, or Principal should they have any concerns, or are in need of assistance or support, with regards to their child’s academic, physical, social or emotional progress at any time.

Open Day and Night
All parents, families and special friends are invited to come and see Weeden Heights Primary School on show. During these sessions we have student work on display, hands
on activities reflecting students’ current learning and student performances highlight the skills and talents of our students.

**Information/ Parent, Teacher & Student Exchanges**

Parent, Teacher and Student exchanges, referred to as Partnership Meetings, are scheduled each year. These meetings give you a chance to discuss your child’s progress with the class teacher. 3-Way Partnership meetings offer an opportunity for your child to reflect and celebrate their achievements.

**Written Reports**

Mid year and end of year reports and portfolios will be sent home detailing your child’s progress in English, Mathematics, Inquiry Learning, specialist areas and personal development.

**English**

Literacy is a core skill and central to the learning of our students. It helps create confident communicators, imaginative thinkers and informed citizens. Our students learn to analyse, understand, communicate with and build relationships with others and with the world around them.

During English, Literature studies help students to engage imaginatively and critically to expand the scope of their experience. The CAFÉ reading approach is implemented in the senior years and heavily focuses on reading comprehension. Further application of comprehension strategies are enhanced through Strategy Groups/Literature Circles where students are grouped for like needs.

In the Upper School we have dedicated Literacy Blocks where students:
- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language and Literature 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 their spelling skills, strategies and approaches.

CAFE reading aims to develop meaning and comprehension, improve reading strategies and critical analysis of text using a variety of text types. In writing, the teaching group approaches for students are modelled, shared, interactive or guided. Teaching writing demonstrates planning, composing, recording, revising and publishing through a variety of genres and developmental stages.

All classrooms are supported by a comprehensive range of well resourced texts, software and other materials appropriate to the needs of each child.

Information Communication Technologies are incorporated into our Literacy program and are a significant vehicle for literacy learning.

**Mathematics**

Learning mathematics creates opportunities for and enriches the lives of all Australians. We aim to provide students with essential mathematical skills and knowledge in *Number*...
Our curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Digital technologies are providing access to new tools for continuing mathematical exploration and invention.

In the Upper School we have dedicated Mathematics sessions which aim 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.

**Specialist Programs**

**Languages**

At Weeden Heights students study French. The students are instructed by a native speaker who is supported by the classroom teacher.

**Library**

Students are able to borrow a wide selection of books from our well equipped Library on a weekly basis. Our extensive Computer Lab is also housed in the Library.

**Performing Arts**

Performing Arts develops the students’ abilities’ in performing. Creating, making, exploring and responding are the major focus of the Performing Arts Program. The content areas of the performing arts are – drama, music and dance. Each term will have elements of drama, music, and dance, as they are not mutually exclusive.

Drama includes development of character, using voice, actions, costumes and props. Students will participate in drama games and activities, they have the opportunity to use scripts to create their characters, props and costumes. Working as part of a team will be major focus within lessons.

During Music sessions students will be encouraged to sing, move, and play instruments confidently. Musical elements such as beat, rhythm, pitch & melody, from, dynamic, tempo, tone colour and texture will be explored and used to communicate ideas and feelings. Students will have the opportunity to create and perform. Students will be encouraged to work as a member of a group.

The Dance program involves student’s exploring different movement styles, experiencing a variety of dance formations, expanding their dance vocabulary naming dance moves, and creating their own dances in a variety of styles.

Choir will be available as an optional lunchtime activity for any interested students.

**Physical Education/Sport Program**

All students participate in our Physical Education and sport programs which includes structured and informal physical education classes. Swimming also forms part of our Physical Education program. Our Prep to Year 1 students complete a series of 8 to 10
weekly swimming lessons, our Year 2, 3, and 4 students complete an intensive 8 day swimming program. Our senior students compete in our school and district swimming carnivals. Students from Year 3 onwards participate in Hoop Time Basketball competitions, district and zone sporting carnivals and Year 5 and 6 students also represent Weeden Heights Primary School in Interschool Sport.

**Stephanie Alexander Kitchen Garden**
Our Prep and Year 1 students will be introduced to and have some opportunity to work with the garden and kitchen specialists learning about growing and preparing foods, some of which contain fresh produce from our garden and eggs from our resident chickens. Our Year 3 and 4 students participate in weekly sessions. Year 5 & 6 participate on a rotational basis during Term 1 & 2 and Year 2 during Term 3 & 4.

Participation in the Stephanie Alexander Kitchen Garden Project provides opportunities for students to implement their learning in a fun and dynamic way. Students, parents, grandparents and the community will have the opportunity to share in caring for the garden, harvesting produce and preparing and sharing interesting food in the kitchen. Senior students also work in the kitchen and garden where opportunities arise. All grades are responsible for maintaining a section of the garden.

We invite and encourage parents and special friends to participate in our volunteer program.

The program enables students and other members of the community to develop together their active, hands on learning, confidence and ability to make healthy eating and lifestyle choices, awareness of environmental issues and experience new opportunities and responsibilities.

**Visual Arts**
The essential components of the Visual Arts program are:
- creating and making
- exploring and responding.

The students participate in a weekly, 50 min session in the Visual Art room. During this time they experience a wide range of activities where they develop and explore a variety of skills and techniques through planned units of work. The seven main areas of the Visual Arts program are: painting, drawing, collage, printing, threads and textiles, modelling and construction.

Students are encouraged to explore the elements of art and to think, plan and research different ideas in order to gain a greater appreciation and understanding of the world around them. The students learn to value artworks in their own culture and the culture of others. The Visual Arts program works closely with Performing Arts and Languages programs to provide students with enriched learning experiences.

Students have experience creating musical instruments, designing and making and exploring mask making, Batik crafts and other cultural activities. Art observations and personal preferences are shared together before work is both displayed in classrooms and corridor displays, or taken to a home environment to be valued.
Homework

While each year level at Weeden Heights Primary School is guided by our School Council endorsed Homework Policy, homework looks a little different across the school. We see homework as an opportunity for parents and carers to participate in their child’s education. Students practise skills and knowledge learnt at school, in pursuit of becoming an independent learner, responsible for their own learning. Homework complements and reinforces classroom learning and fosters good lifelong study habits.

In general, students are expected to complete and submit the following homework:

**Preps & Year 1**
- Daily reading (5 - 15 mins per night)
- Weekly word lists
- Oral presentations (show & tell).

Teachers may set additional tasks to support the classroom program

**Year 3 & 4**
- Daily reading (15-30 mins per night)
- Weekly homework based around the spelling, English, Maths, Inquiry and Personal Learning skills being taught in class.

In addition projects may be assigned to support the classroom program

**Year 5 & 6**
- Daily reading of a variety of texts (minimum total of 1 hour per week, students choose amount per night)
- Daily practise of times tables, mental maths facts and spelling words
- Weekly revision of Mathematics and English skills being taught in class
- Weekly revision of other tasks related to classroom activities.

In addition projects and extended tasks may be assigned to support the classroom program

**Teachers will:**
- Ensure students are given homework tasks and they are made aware of the due date
- Value students’ efforts by acknowledging their work and providing feedback
- Contact parents if a student is not completing homework on a regular basis
- Encourage students to develop home organisational skills for homework.

**Parents can help their children by:**
- Encouraging a regular daily session to examine and complete homework
- Discussing key questions or suggesting resources to help with homework
- Helping to balance the amount of time spent between homework and recreational activities such as watching television or playing computer games
- Asking how homework and class work is progressing and acknowledging success
- Attending school events, open nights, productions or displays their child is involved in
- Talking to teachers to discuss problems with homework.

**Parental Involvement**
School Council

The School Council is a legal entity comprising parents and staff.

The Weeden Heights Primary School Council is required:

- To work with parents and staff in shaping the educational policy of the school
- To ensure buildings and grounds are kept in good state of repair
- Suggest improvements/extensions to buildings and grounds
- Stimulate interest in the school
- Conduct a public meeting each year
- Participate in the budget process each year

Elections for School Council are held each year in Term 1. All parents are eligible to stand for election.

Meetings are held on the third Monday of each month. If you are interested, please do come along. Input from all members of the community is valued. School Council actively seeks your ideas, support and involvement.

School Council Sub Committees

At Weeden Heights Primary School our School Council has the following sub committees for which parents are encouraged and welcome to join:

- Education
- Out of School Hours Care (OSHC)
- Public Relations
- Buildings and Grounds
- Finance

Personal & Interpersonal Development Skills

Student Engagement and Wellbeing
Actively Promoting Positive Behaviours

At Weeden Heights Primary School, we strive to learn how to work and play effectively with
Ways You Can Help Your Child

Reading
♦ Share reading sessions with your child as often as time permits
♦ Encourage your child to use the pictures to also aid their comprehension
♦ Talk about the texts you read: author, illustrator, cover, pictures, setting/scene, characters, story line/plot and so forth
♦ Ask your child a few questions and encourage them to make predictions about the text before reading it, whilst reading it and comments after reading it. For more advanced readers, make it into a game or quiz and ask them to think of some questions to ask you
♦ Be seen as a reader yourself in order to provide your child with a good reading role model. Reading to your child is extremely beneficial in aiding their development
♦ Promote the use of our school and local libraries
♦ Read old favourites again and again to promote familiarity and confidence
♦ Listen to CDs and stories at home and whilst traveling in the car
♦ Encourage your child to read magazines, cartoons, comics, newspapers etc. Locate signs, and read recipes, junk mail, packets, boxes and other household items. These will help broaden your child’s understanding and knowledge of texts with regards to their purpose, audience, format and style, in addition to word content, vocabulary and usage
♦ Encourage your child to reflect on what they have read. Can they find the main idea and summarise?
♦ Finally … above all else … reading should be FUN!

Writing
♦ Encourage, support and praise ALL attempts at writing
♦ Provide all sorts of materials for writing and related activities, especially fancy and colourful pens, different styles of paper etc
♦ Reinforce the different forms of writing and how they are used, eg. Phone messages, shopping lists, notes on the fridge, greeting cards, lunch orders, invitations, diaries, etc
♦ Allow your child to use the computer for all sorts of writing including stories, reports, letters, etc. They could use PowerPoint to create stories or reflections of events and even share them at school on the Interactive Whiteboards or projectors. They often don’t see this as ‘work’, as they are not asked to physically ‘write’ and they LOVE sharing!
♦ Play alphabet, rhyming and word games like I Spy, Scrabble, Hangman, etc
♦ Ask your child to read and discuss their own writing rather than making your own interpretations. Also, encourage them to explain aspects such as its purpose, meaning and intended audience
♦ When having difficulty spelling a word, encourage your child to have a go at writing first. Then look at the word and identify the part that doesn’t look right. Ask, “How could you change it? Do you know any similar words? Have you heard this pattern before?”, etc. Don’t forget to praise every effort!
♦ Help them recognise and learn consistent patterns such as ‘ion’; in station.
♦ Help your child to effectively use dictionaries, word books and thesauruses to support their spelling and vocabulary skills.
♦ Celebrate your child’s efforts at writing and always encourage them to HAVE A GO!