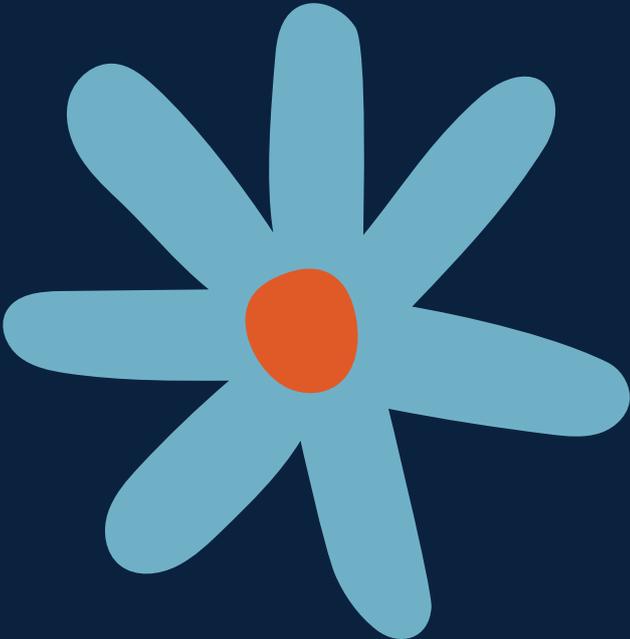
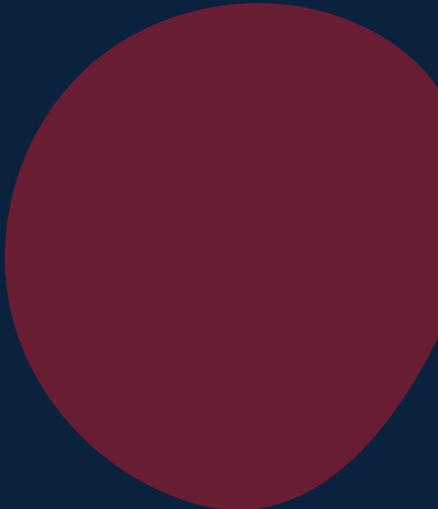


**DAVIS CREEK  
PRIMARY SCHOOL**

# Parent Handbook 2022



# Davis Creek Primary School Parent Handbook

## Introduction

Welcome to Davis Creek Primary School (DCPS). Our school provides a welcoming, safe and caring environment whereby students are encouraged to be innovative in their thinking, active in their learning journey and responsible citizens. Davis Creek Primary School demonstrates a strong belief in and a commitment to providing a rich and rigorous curriculum providing a clear focus on catering for the diverse range of student learning needs.

We look forward to working with you to develop strong home-school partnerships and in supporting your child/ren as they commence their education journey at our school.

## Vision

Davis Creek Primary School's vision is to nurture a creative and collaborative learning environment where teachers and students can;

- achieve beyond their goals and provide **excellence** in teaching and learning in a safe, inclusive and supportive education environment
- develop a professional learning community that is focused on continuous improvement of teaching and learning. Collaboration will support all students to achieve their **personal best**
- flourish as **caring and respectful** individuals who display compassion and empathy and develop **authentic** relationships
- be engaged, empowered and energised learners who demonstrate a high level of **agency** and efficacy so that they can be successful learners and leaders.
- develop positive and genuine partnerships with parents, carers and the wider community, striving to achieve the **best possible** outcomes for students.

## Mission

Davis Creek Primary School's mission is to develop and support a successful and inclusive environment where all students actively participate in and assume ownership of their learning. Together we create a rigorous instructional program, which promotes globally minded, creative, curious, confident, and reflective lifelong learners who strive to achieve their personal best.

## Objectives

Davis Creek Primary School's objective is to

- provide a high-quality education that connects authentically to our world within a supportive, caring and energised environment
- create a positive culture of inclusion through developing an understanding and respect of different cultures and beliefs
- develop curious, critical and creative learners who actively engage and feel empowered to acquire the knowledge, skills and attitudes to make a positive difference to themselves, others and our community
- make learning visible. Learning progressions are displayed in 'learner friendly' language to help our learners know how am I going? where am I going? and where to next? By making learning and progress visible we empower both our learners and their parents
- develop positive and genuine partnerships with our local community so we are partners in learning striving to achieve the best possible outcomes for students.



# VALUES of Davis Creek Primary School

Davis Creek Primary School's values are based on the acronym of C.A.R.E. The overarching acronym of C.A.R.E refers to care for ourselves, others and the environment through becoming active citizens and striving to be the best that we can be.

## Curiosity, Agency, Respect and Excellence

We are **curious and collaborative** learners who develop the skills to question and wonder so that we pursue original thought and expression. We relate, participate and value diversity.

We demonstrate **agency** through developing life-long skills so that we are autonomous, resilient and motivated learners. We apply our learning in different contexts so that we can master skills to support us to be effective learners and leaders.

We demonstrate **respect** for ourselves, each other and our school environment, and understand that our attitudes and behaviours have an impact on people and the environment around us.

We strive for **excellence**, which means taking risks as learners and learning from our mistakes, putting in our best effort and striving to achieve beyond our personal goals. Learning must be visible so that we know what we are striving for.

## C.A.R.E



**CURIOSITY**



**AGENCY**



**RESPECT**



**EXCELLENCE**

## Promoting a culture of C.A.R.E

We will:

- Teach students how to interact and negotiate with each other.
- Be powerful role models so students see and understand what it means to care, share and respect with one another.
- Provide outdoor experiences and excursions to promote care and hope for environmental conservation.
- Care for the history and culture of Aboriginal and Torres Strait Island peoples through educating our young people.
- Demonstrate and teach empathy, mindfulness and gratitude to one another.
- Act to make a positive difference to the lives of others.

## Fostering Curiosity

We will:

- Nurture the curiosity of every child supporting them to develop the skills of inquiry and research.
- Provide a high-quality education that connects authentically to our world.
- Teach students to ask deep questions.
- Create learning environments that encourages questioning and wonder.
- Design rich experiential learning and provocations that fosters authentic experiences connected to the real world.
- Teach students to learn independently and with others.



## Developing Agency through active participation

We will:

- Stick to a task at hand, follow through to completion, and remain focused. Build stamina for independence in reading, writing, mathematics and learning across all disciplines.
- Provide a high-quality education that connects authentically to our world through the design of the Program of Inquiry (P.O.I) and including principles of leadership.
- Work together as partners with parents, students and one another.
- Challenge and engage all students to strive to achieve their individual goals and track and monitor them.
- Resource and organise classrooms so that students can access materials and resources independently.
- Teach students how to be reflective learners so they can articulate how they learn.
- Develop Classroom Essential Agreements with the students so they reflect what they need to strive to achieve their goals.
- Promote an inquiry mindset and develop a culture of visible thinking.
- Develop many opportunities for students to experience creative problem solving and challenges.

## Respect ourselves, others and the environment

We will:

- Foster tolerance and respect of individual strengths and weaknesses.
- Teachers implement 8 key strategies for developing healthy relationships with our students (attachment, unconditional positive regard, redefining personal power, empathy, golden statements, process praise vs person praise, active constructive responding and whole school relationships).
- Teach the behaviours and actions that demonstrate respect for self, others and the environment.
- Act with respect of the dignity, with others in mind and the rights of people everywhere.
- Take responsibility for our actions and their consequences.

## Excellence and pride in our efforts

We will:

- Provide a high-quality education that connects authentically to our world within a supportive, caring and energised environment.
- Teach students about growth mindset so we can apply this in our lives will support them to strive towards reaching for our goals.
- Be a risk taker and understand that embrace our mistakes leads to success. So this includes striving for accuracy, check for errors, and measure at least twice.
- Stop and celebrate our achievements.
- Teachers and parents are the greatest models to strive for improvement and positive mindsets.
- Express ourselves confidently and creatively and this includes in more than one language.
- Develop and use conceptual understanding, exploring knowledge across a range of disciplines.



## Our TOP 10 Essential Habits to Live our Values

To support our students at Davis Creek Primary School to live our values the teachers developed collaboratively, a top ten list of essential habits.

These top ten habits will support our students to live the values (C.A.R.E) of our school. These habits will also support our students to be successful today and in the future.

### How can I encourage my children to develop these habits?

At Davis Creek Primary School, we will live and breathe the habits throughout our daily lives. The habits identified below are critical for effective thinkers, self-directed learners and good citizens – in school, in the workplace, and throughout life. Let us take a better look at them here, so you can encourage the use of them at home. The understanding and application of each of them to work through real-life situations and serve to provide our students with important skills to support a successful and happy life.



**Welcome Collaboration:** Be willing to work with others and welcome their input and perspective, abide by the group's decisions that they have reached a consensus on even if you disagree. Be willing to learn from others in reciprocal situations. Confident and clear communication, as well as active listening, are the foundation of effective collaboration.

**Solve Problems Creatively:** Develop a questioning attitude; consider the information needed; and chose strategies to locate, interpret and analyse the information needed, and overcome obstacles. Think about how something may be done differently, propose new ideas, and strive for originality.

**Embrace mistakes as a step to success:** Be persistent when faced with challenges, follow through to completion and remain focused. Check for errors and analyse them, don't hide them. Be willing to try something new and different and face your fear of making mistakes.

**Keep your belongings and learning spaces tidy:** Self-management skills begin with being organised and keeping your environment clean and tidy. Self-management means doing your best work and being organised in your workbook, so you can find your mistakes.

**Smile and use your manners:** Being friendly and using your manners leaves a long lasting impression. Creating positive and productive relationships supports stronger connection and a sense of belonging that leads to a happy and fulfilling life.

**Be kind and make a positive difference to the lives of others:** Showing empathy, gratitude and kindness towards others will help you to create a better and more peaceful world. The change begins with each of us.

**Ask questions and be curious:** Develop a questioning mindset through learning about the different types of questions we can ask so that we respond with wonderment, awe and understanding.

**Seek to understand others' point of view:** Be able to change perspective, weigh up options, consider the input from others: and be willing to consider and reflect on your thoughts, intentions and actions and how this may affect others.

**Sit up, ENGAGE in your lesson and TRACK the speaker:** Pay attention to, be active through asking thought provoking questions and demonstrate your engagement. Listen and look at the speaker to show you are fully tracking and present.

**See something, say something and speak up for others:** To live our school values we must demonstrate that we care about others. So if you see someone being unkind, say something "Stop that's hurting his/her feelings" and speak up for this person and let them know you care by talking to your teacher.



## School Overview

*I firstly would like to recognise the Aboriginal and Torres Strait Islander peoples as the first custodians of the lands on which Australia was founded.*

*We acknowledge the Woiwurrung peoples of the Kulin Nation as the traditional owners of the lands on which our school is built.*

*We pay respect to the wisdom and diversity of past and present elders. We share a commitment to educating our children and community to learn about the rich culture and history of Aboriginal and Torres Strait Islander peoples.*

## Balit Djerring 'Stronger Together'

**I am extremely privileged and excited to be the first principal of Davis Creek Primary School. As an educator for over thirty years, I have a proven track record of inspiring children to discover their passion for learning. I have been an educator both overseas and in Melbourne and Geelong schools and across both the independent and government school sectors.**

I believe that it is important to care for your staff whilst ensuring students are at the centre of everything we do. At Davis Creek we want to inspire your children to question, wonder and inquire into the big questions that focus on children's innate quest for understanding. Some of these life-long quests for understanding are reflected through our themes for inquiry that your children will study while at Davis Creek Primary School:

- Who we are?
- How does the world work?
- How can we express ourselves?
- Where are we in place and time?
- How do we organise ourselves?
- Sharing the planet.

We want to support our students to discover their talents, overcome challenges they may face so that they can grow into successful and confident learners. Finally, we aim to nurture our children to develop self-belief, and a develop a thinker's mindset that empowers them to be energised, engaged and empowered life-long learners.

Our teachers are hardworking, committed and collaborative educators who strive for the best for every student. Together they understand that we are stronger, when we collaborate to help our students strive for excellence.

Respectful and positive relationships are at the heart of student engagement and creates an environment for students where they can take risks, make mistakes and feel challenged. We are committed to doing our best to ensure the wellbeing of all students. I believe that we can together achieve great things for every child if we work together in partnership with parents, teachers and students.

As your Principal, it is important to me that everyone who steps through our doors; teachers, students, parents are excited to be here! This attitude will help us to meet our goal of striving for excellence for every student through fostering a caring, engaging and nurturing environment. My door is always open and I welcome your contribution to our wonderful school. I truly believe it takes a village to raise a child and we are 'Stronger Together'. Let us provide a world class, international education that focuses on supporting our students to be able to participate in the global world and who care and do want to make a difference.

**Philip Fox**  
Principal





## School Operations & General Information

Davis Creek Primary School  
65 Wootten Road, Tarneit 3029

PH: 9749-9800 | Email: [davis.creek.ps@education.vic.gov.au](mailto:davis.creek.ps@education.vic.gov.au)  
Website: <https://davis creekps.vic.edu.au/>

Principal: Mr. Philip Fox

Assistant Principals: Ms Shelly Scarbrough (F-2) and Ms. Stacey Richards (3-6)

Business Manager: Ms. Julie Shippam

### Important dates for 2022

#### Term 1: January 28<sup>th</sup> – April 8<sup>th</sup>

- **Friday 28<sup>th</sup> of January** - Teacher's first day back (Pupil Free Day)
- **Monday 31<sup>st</sup> of January** - Teacher Professional Development (Pupil Free Day)
- **Tuesday 1<sup>st</sup> of February** - Teacher Professional Development (Pupil Free Day)
- **Wednesday 2<sup>nd</sup> & Thursday 3<sup>rd</sup> of February** - Individual Student Interviews and Assessments (Foundation – Year 6)
- **Friday 4<sup>th</sup> of February** – All students start at DCPS. School Hours: 8:30am - 3:00pm.

(Foundation students will have **four Fridays** off school, Friday the 11<sup>th</sup>, 18<sup>th</sup>, 25<sup>th</sup> of February and the 4<sup>th</sup> of March. Foundation students will begin full time as of Monday 7<sup>th</sup> of March.

All students in 2022 will be required to attend a 1-1 literacy and numeracy assessment between Wednesday 2<sup>nd</sup> and Thursday 3<sup>rd</sup> of February.

These assessments will help teachers identify the individual learning needs of each child and provide additional support.

#### Office Hours

- Monday 24<sup>th</sup> January - 9:30am - 1:00pm
- Thursday 27<sup>th</sup> January - 11:00am - 4:00pm
- Friday 28<sup>th</sup> January - 8.15am – 3.45pm
- Tuesday 1<sup>st</sup> February - 8.15am - 3.45pm
- Wednesday 2<sup>nd</sup> February - 8.15am - 3.45pm
- Thursday 3<sup>rd</sup> February - 8.15am - 3.45pm

**Term 2:** April 26<sup>th</sup> – June 24<sup>th</sup>

**Term 3:** July 11<sup>th</sup> – September 16<sup>th</sup>

**Term 4:** October 3<sup>rd</sup> – December 20<sup>th</sup>



## Normal Hours of Attendance

8:30 am	Students enter classrooms and prepare for the school day (Ready to Learn and Morning Circle).
8:40 am–9:40 am	Session One (Reading)
9:40 am–10:40 am	Session Two
10:40 am- 10:45am	5 minutes Fruit Snack and Brain Break integrated into the morning session
<b>10:45am–11:15am</b>	<b>Morning Recess</b>
11:15am–12:15 pm	Session Three
12:15 pm–1:15 pm	Session Four
<b>1:15 pm-1:30pm</b>	<b>Lunch eating in the classroom (Rubbish Free Lunch)</b>
<b>1:30 pm–2:00pm</b>	<b>Lunch Break</b>
2:00 pm–3:00pm	Session Five
<b>3:00 pm</b>	<b>Student dismissal</b>
3:15pm	Students who have not been collected, proceed to the office where parents are contacted.

\*\* Early dismissal at 2:00 pm at the end of Term 1, 2 & 3 and 1:00 pm in Term 4. \*\*

(On Monday, Tuesday and Wednesday teachers have commitments from 3:15pm.)

## Communication

Davis Creek Primary School communicates with families in a range of ways.

First and foremost, we communicate with families each and every day at both drop off and pick up. Staff meet and greet students and their families each morning and dismiss students at the end of the school day. Students **must** enter the classroom at 8:30am and are ready to learn at 8:40am. Every day begins with 10 minutes of a morning circle that includes a positive primer so children are ready to learn.

Staff are not available during this time; however, for matters that require greater time, we ask that you contact the relevant staff member to make a mutually convenient time via email through the Compass app. Alternatively, you may email the school at [Davis.creek.ps@education.vic.gov.au](mailto:Davis.creek.ps@education.vic.gov.au)

Our parent portal, Compass is a 'one stop shop" for all information you will need to support your child's education at DCPS. Information located on Compass are calendars, newsletters, year level information, news events and more. Every second Friday parents will receive DCPS News.

When you start at DCPS you will be issued with a unique username and password to access the Compass link. DCPS will provide timely real time messaging to our community via the Compass platform. The purpose of the communication is to advise parents of upcoming events and to keep the community up to date with information pertaining to the school. You are urged to read these important notices when you receive them.

## Contact Details

Parents can access Student Data for student absences, report archives and a secure online payment system. Parents are responsible for notifying the school of any change in contact details. It is extremely important that contact details of parents, including phone number, home address and email address are up to date.

Changes can be made at the school's office or by emailing us at [davis.creek.ps@education.vic.gov.au](mailto:davis.creek.ps@education.vic.gov.au)



## Continuous Reporting to Parents

DCPS believes that we are Balit Djerring (Stronger Together) when there is a strong partnership between home and school. The primary school provides regular feedback on the learning and growth of each student through our continuous reporting framework.

### Why Continuous Online Reports?

Continuous Online Reporting provides regular, consistent, ongoing and timely feedback to parents regarding their child's learning progress. As parents, you will receive continuous feedback throughout each school year and across all curriculum areas. Parents will have the opportunity throughout the year to be involved in their child's learning journey through receiving timely feedback so that they can support their children with their learning at home. This supports the work of the classroom learning goals in sharing this with parents and supporting children to have multiple opportunities to practise these goals.

### What does it look like in practice?

Each learning task will focus on student growth and achievement as well as their effort and attitude. It is important to highlight that both learning outcomes and the learning process are assessed.

Within each piece of continuous reporting you will see the following things;

**A task description** – this is information about the task and or setting in which the observations and assessments of learning have taken place.

**Links to the Victorian Curriculum** – this is the end of year expectations of achievement for children in their given year level and identified curriculum area.

**A comment about your child** – this will include a comment about their engagement with the live sessions of guided reading, their achievements in reading and their identified areas for future learning. These achievements and future learning are designed to inform you of the skills your child is able to do with confidence and independence and those that they will need to work on to support further development in their reading.

**A work sample** – this is evidence of the work and engagement of your child so far.

The following opportunities are also provided each year.

- Parent Teacher interviews with class and specialist teachers (twice per year)
- Student-led conferences
- Open Mornings and afternoons
- Celebration of Learning (twice per year)
- Updates in the Newsletter and Curriculum Overview
- Celebrations and Special Days such as Reconciliation Week, Grandparent Days and other cultural events.

At the end of each semester, students will receive a formal report in line with department guidelines. Within semester reports, students receive progression points indicating their academic achievement against the Victorian Curriculum.

There are opportunities to see teachers during other times throughout the year. Please make an appointment with your child's class or specialist teacher if you have any concern **first**. You can use the Compass portal to send an email to the teacher or email [davis.creek.ps@education.vic.gov.au](mailto:davis.creek.ps@education.vic.gov.au) and this will be passed onto your child's teacher.



## Enrolment process

We require parents to complete an enrolment form as the first step with applying for admission for your child to be enrolled at our school. Please follow the enrolment process that is outlined on our school's website at [www.daviscreekps.vic.edu.au](http://www.daviscreekps.vic.edu.au)

We can only confirm enrolments when we have all relevant documentation including a birth certificate or copy of passport, immunisation certificate, visa information required, and proof of address. Government schools must strictly adhere to only enrolling students from within the DCPS zone. We encourage families to check [findmyschool.vic.gov.au](http://findmyschool.vic.gov.au)

Simply add your home address to this site and it will then inform you of the school that you are zoned to.

All families of students at DCPS (Foundation to Year 6) must complete the following:

- Birth Certificate
- Immunisation Form from the Australian Immunisation Register
- Proof of Address (Tenancy Agreement or Contract of Sale)
- Medical management Plans (Anaphylaxis, Asthma, Epilepsy and Allergies)
- Student Visa \*
- Family Enrolment Agreement
- Latest School Report
- Student Drawing of his/her family

## Camps Sports Excursion Fund (CSEF)

Please visit our office to collect a Camps Sport Excursion Fund (CSEF) form to complete which will support Extra-Curricular Items and Activities at DCPS. To be eligible you need to be a health care cardholder. You must complete this form to receive financial support.

## Parental Involvement

Parent involvement at DCPS is welcomed in many different ways. Each class has a parent representative who organise events such as coffee mornings and fun family events.

Parents are welcome to volunteer and please refer to the Volunteer Policy for the school. Parents are welcome to help out at school in the following ways:

- Classroom helpers listening to students read and supporting with other learning programmes
- Volunteer in the library and support with the covering of books
- Development of resources for classroom learning programmes
- Working bees
- School Garden Project
- Lunch-time Clubs
- Member of School Council or a sub-committee
- Fundraising such as a Bunnings BBQ, Read-a-thon and Walk-a-thons

## Parent/ Other Visitors to School

If you are visiting the school to work within the classroom or for any other general business you are required to sign in at the office and wear an identification badge, which will be supplied while in the school. All parents must have a valid working with children check with Davis Creek Primary School listed as the Volunteer organisation.



# Organisation

## Routines

Develop routines that support children to be independent and responsible. Our school value of Agency implies the ability and the will to influence one's own life. Fostering independence and responsibility are central to developing student agency.

This includes getting ready in the morning and packing their own school bag and getting dressed independently. We encourage parents to say good-bye at the school gate from day one so that we foster independence. Parents must not enter classroom spaces in the morning as this delays the beginning of teaching. We do organise opportunities for parents to visit their child's learning spaces.

It also means teaching your child the importance of arriving on time to school by being at the classroom just before 8:30am. Students will begin each day at DCPS reading independently.

Display their weekly timetable at home showing Art, Physical Education and Japanese. The class timetable will be made available in the first week of term.

## Student Absences

If your child is going to be absent from school, you will need to let the school know either before or on the day of the absence. You can advise the school of your child's absence by using the Compass App and adding an 'Attendance Note', emailing the school or by contacting the school and selecting option 1 to leave a voice message.

If student absences have not been communicated to the school, the primary family will receive a SMS notification stating your child is not present for any one or more sessions (and there is no known reason why).

## EVERY DAY COUNTS

Regular school attendance is vital to maintain a high level of student achievement and engagement, support the development of positive relationships and develop independence and responsibility. All absences must be reported to the office by adding an attendance note via the Compass App, written explanation give to the classroom teacher, email or telephoning the office. Prolonged, unexplained absence will be followed up by the Assistant Principal or Principal or referred to the Regional Attendance Officer.

Parents are encouraged to make family holiday bookings during the designated term breaks. Excessive 'unexplained' absences will be identified and a letter sent home at the end of each term for parents to explain their child's absence.

1 or 2 days a week doesn't seem like much but...			
If your child misses...	=	Which is...	Which over 13 years of schooling is
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1.5 years
1 day per week	40 days per year	8 weeks per year	Nearly 2.5 years
2 days per week	80 days per year	16 weeks per year	Nearly 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

That equates to a lot of learning time!!!



## Punctuality

Punctuality is important from the onset of school to set good standards for their future lives. Often if late, a child will feel embarrassed and have cause for unnecessary discomfort. It also disrupts the class and children who are 'ready to learn'.

Students arriving late or leaving early will need to sign in or sign out at the self-service kiosk located at the school office. If your child arrives after 8:40 am bell, they will need to collect a late pass from the office, then hand it to the teacher upon entry to the class. The Assistant Principal and Principal will contact parents of children who are consistently late. Late arrivals are disruptive to class programs and add undue stress to the student, teacher and peers.

How about 10 minutes late a day? Surely that won't affect my child?			
He/she will only miss...	That equals...	Which is...	Which over 13 years of schooling is...
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly 1.5 years
20 minutes per day	100 minutes per week	More than 2.5 per year	Nearly 1 year
30 minutes per day	Half a day per week	4 weeks per year	Nearly 1.5 years
1 hour per day	1 day per week	8 weeks per year	Nearly 2.5 years

If you want your child to be successful at school attendance is a great beginning.

We encourage parents not to take extended family holidays and these will not be approved by the Principal as we care about your child's learning. The absence will therefore be recorded as an **unapproved absence**.

## Birthdays

We prefer people not to hand out birthday invitations at school as we are promoting an inclusive environment. We encourage families to post invitations or email them. We are happy to support the celebration of birthdays and this will be scheduled just before morning tea. Parents must communicate this with their child's classroom teachers first if they would like to bring a treat in for their child's birthday.

## Hot Days

We are concerned about the safety of all children and they are required to wear a school hat every day in terms 1 and 4, regardless of cloud cover. Please apply sunscreen on your child prior to coming to school. Sunscreen can be sent in your child's bag to be applied before lunch on hot days, however, students are responsible for applying it at school. The policy of 'No Hat, No Play' applies in Term 1 and Term 4. The children are encouraged to drink plenty of water throughout the day and should have a named water bottle at school.

## Food

Children will need a snack for morning tea and a packed lunch. It is preferable that children store their lunch in sealable containers. Please support your child to practise opening containers before starting school so that they can do this independently. Parents are encouraged to cut up fruit ready to eat. Striving for sustainability, DCPS encourages **nude food** or **rubbish free** lunches. We encourage children to bring an extra container of fresh fruit or vegetables for extended morning time. This we call 'Sip and Crunch' and will be eaten during learning blocks.

Children are seated and supervised by class teachers whilst eating their lunch from 1:15pm – 1:30pm. **Please make sure lunch boxes and drink containers are clearly named.** Sending anything to school in glass containers must be avoided.

We ask that you do not include any food with nuts as there are children with serious nut allergies.

## Canteen

We are exploring the option for a School canteen based on healthy eating and will keep you posted as it is in future planning.

## Car parking

Street parking is available, however, please do not park in people's driveways or NO STANDING zones and only use DISABLED parking if you are a permit holder. There is also a carpark near the local oval and tennis courts. Please do not use the staff carpark. Wootten Road will be very congested before school so I am encouraging all families to walk or cycle to school. This is a healthy option.

## Home Learning

At DCPS, developing home-school partnerships is of prime importance. Reading to your child is of prime importance. Reading to and with your child each night is essential for language development. Both children's literature and take-home books can be shared each night. We encourage you to set up a regular time to read at home to support this routine.

There may be special tasks for home learning to do at home each week, which will reinforce for English, Mathematics or Unit of Inquiry focus for the week.

## Head Lice

You can help control head lice by frequently checking your child's hair and promptly letting the classroom teacher or office know if you find nits or lice.

Upon discovery of head lice, children must be excluded from school until treatment has started. Please send a note to this effect to the classroom teacher on your child's return to school. The families of new Davis Creek Primary School are asked to complete a Head Lice Check permission note which accompanies the enrolment form: this allows staff to check for head lice when a report is made. Where permission has not been given the parent will be required to attend school to check their child's hair.

## Health

Home is the best place for a sick child. Children who are ill or unwell simply should be at home in bed resting. If your child is sent to school ill or becomes unwell at school, we will phone parents or the emergency contact to come and collect the child. **PLEASE make sure that your contact details are up-to-date so that we can get in touch with the nominated parent or contact.** Regular attendance is recommended for your child's academic and social growth. We highly recommend families have Ambulance membership. **In case of emergency, we will call for an ambulance and this cost will be incurred to families.**

## House Groups

At Davis Creek Primary School, we have four Sports House Groups. We will name our house groups through the students being actively involved through the Junior School Council. We will seek the names of four outstanding leaders who have demonstrated outstanding leadership and made a difference to the lives of others. We will ensure that there is a gender balance and we also have an Aboriginal and Torres Strait Islander person represented to ensure the long history of our country is acknowledged.

## Excursion and Incursion

Day trips to educational venues that align with the classroom curriculum are an important part of the school program. Authentic and real-world connections are carefully designed by the classroom teachers so that they enhance and enrich the learning experiences in the classroom.

Parents may be invited to attend classes for excursions to help maintain the adult/student ratio for supervision. If you are able to volunteer, please read the school's volunteer policy and let your child's classroom teacher know.

## Camping program

A sequential camping program will be organised across the school to provide a variety of stimulating and exciting experiences for the students. More information to follow regarding the school's sequential camping programme.



## Immunisation Certificate

All children starting school will need to have an immunisation certificate. This certificate is issued by the Australian Childhood Immunisation Register that will automatically be passed on to parents once your child has received the four-year-old immunisation and is fully immunised. Call 1800 653 809 to update your address with the register. Parents will need to contact the health department at your local council to receive further information.

Children who do not have an immunisation certificate at school on school file may be excluded from school if there is an outbreak of Diphtheria, Haemophilus influenza Type B, Measles, Mumps, Rubella, Whooping Cough and Poliomyelitis.

## Parent Contact Details

Parents are requested to immediately inform the office if there is a change of contact telephone numbers, address or any other details on our Confidential Student records at any stage throughout the year.

## Lost Property

Firstly, please ensure all items of clothing are clearly labelled with your child's name. Lost property is located in your child's learning community. Encourage your child to take responsibility and ask their classroom teacher. **ALL SCHOOL UNIFORM ITEMS MUST BE NAMED.**

## Naming ITEMS

From my experience this is vital for the retrieval of any lost school item. **Uniform items can be costly. Please write your child's name (e.g. First name and Family name) and regularly check to see if it requires re-marking.**

## Bullying and Harassment Prevention Policy

Davis Creek Primary School does not condone any form of bullying or harassment and through teaching the school values and a strong social and emotional learning curriculum we insist all members of our community be respectful and polite with their interactions with one another.

CARE is our overarching school value. The school policy outlines clearly the steps we will take with any incident of bullying or harassment. Parents may be requested not to enter school grounds if they contravene school expectations. Please read our Bullying Prevention Policy.

## School Hats

School hats must be worn from September to April while students are outdoors. Students without hats will be required to remain in a designated shaded area and will not be permitted to play. Hats are available for purchase through our uniform supplier, Noone Image wear (Rushfords) in Werribee.

## Sun Smart

The school policy states that children must wear a hat when playing outdoors between 1<sup>st</sup> September and 30<sup>th</sup> April. **No Hat No Play** policy exists. They will be seated in a shaded area of the playground.

## Medication for Children at School

Children requiring medication will need a parent to attend at the appropriate time to ensure correct dosage and complete a medical authority form. This will be provided by the office.

Where it is not possible it is essential that the parent:

Come to the school's front office and complete an 'Authority to Administer Medication Form'

Medication must be sent in its original pharmacy packaging.

Parents are advised to check daily with the child whether medication has been taken.

Parents must ensure that the medicine is handed to the office staff. Medicine is not allowed to go in the child's bag or be left in the classroom.

## Mobile Phones

Mobile phones should not be brought to school. If a child does bring a mobile phone to school it must be handed into the front office before school and collected at the end of the day.



## Money

We are a cashless school so you can ask the office for BPAY details for any school payments or pay via the Compass app called Compass Pay.

## READING

The best home learning is READING. Research shows students who read achieve high levels at school. It is an important predictor of academic success. There is no better home learning than regular, sustained time with books.

Your child will be bringing home five books each week to read in the Junior grades. Some books they will be able to read independently, some they will be able to read with support and some you will need to read to them. Please help your child practise reading every night. It is acceptable to read the book more than once, this helps develop fluency, build word knowledge and reading confidence.



Enjoy story time at home by:

- Turning off the television and limiting screen time
- Letting your child know you enjoy time together
- Make listening to reading a special time
- Joining the local libraries and visiting with your child
- Listening to your child read/ sharing stories every day
- Reading to your child
- Love books and reading and join your local library
- Read literature that engages and interests your child.

## School Council

The school council is a management committee of the school. It is responsible for the maintenance of the buildings and grounds, providing for the needs of all children and teachers, managing the finances and generally setting school policy.

It will consist of parents and Department of Education and Training employees. The School Council holds its Annual Public Reporting Meeting and elections in March. Please consider nominating for School Council or joining a sub-committee.

## Library Fund

As a Principal, I am passionate about reading and children having access to quality literature. Families can make a tax deductible donation towards helping the school establish wonderful resources for all children and teachers to use and foster a love of literature. We would appreciate payment of this by the end of February so we can utilise this additional support for our students immediately.

## Parent Payments

Schools can request contributions from parents under three categories; Curriculum Contributions, Extra-Curricular Items and Activities and Other Contributions.

Further information for parents will be distributed towards the end of the year.

## School Photos

**The School Photographer** will come into school and take professional, class and individual photos. A payment envelope will be sent home with each student which should be filled out, the correct money placed inside, and the envelope returned to school, or payments can be made online. **School photo day will be on Monday the 28<sup>th</sup> of February 2022.**

All Students must be wearing their full academic uniform for school photos.



## School Policies

We are committed to whole school planning and consultative decision-making processes. A three year plan for policy and program development and review operates within the school. The comprehensive plan provides the school with the structure to address key issues and priorities, incorporating ongoing reviews.

### No Smoking

Under State Law **smoking** is **not** allowed in school buildings or school grounds.

### Staying at School

All children must remain in the school yard from arrival to dismissal. Should your child come home unexpectedly, please contact the school immediately. Children who are collected at school during school hours must be signed out through the school front office.

### Student Records

Good health is essential to your child's wellbeing. Please advise us of anything regarding your child's medical history. This helps us to work together to support your child's health and wellbeing.

- Anaphylaxis
- Asthma
- Epilepsy
- Vision or hearing problems
- Learning difficulties
- Allergies

Other health information e.g. premature birth

Every child with anaphylaxis, asthma and epilepsy **MUST** have an action management plan developed and signed off by a doctor. It is helpful to discuss your child's medical condition with your child's teacher at the beginning of the school year.

### Student Supervision – Before and After School

Staff prepare for their classrooms and complete administrative duties early in the morning and remain after school to attend meetings. Students are not permitted to enter classrooms without teacher supervision. The yard is supervised from 8:15am to 8:30am. Children should not be unattended in the yard before 8:15am. After school, the yard is supervised between 3:00pm and 3:15 pm

**Students who are not collected by their parents/guardians by 3:15pm will be contacted.**

### Student Supervision- Recess and Lunch

Teachers on yard duty monitor the school's student engagement, wellbeing, inclusion and behaviour management guidelines to ensure the safety of all. The large playground provides ample space and designated play areas/equipment for students to play cooperatively during recess and lunch.

Students are not permitted to enter the classrooms without teacher supervision. Yard duty teachers wear high visibility vests while on yard duty so they can be easily seen by students.

Davis Creek Primary School operates a hot and wet day timetable. Students will remain indoors on these days and are provided suitable activities. They are supervised across the learning communities.

### Toys and Games

Expensive toys and games should not be brought to school. Teachers sometimes do not know that they have brought them to school and even when teachers do know, they cannot guarantee the safe keeping of such items. **The school accepts no responsibility for these items.** If an item is brought as part of school activities, then we recommend that parents bring the item in and take it home immediately after it has been shared.



## Uniform

All students are required to wear our school uniform.

We believe that the uniform is an economical and practical way of dressing children for school as well as enhancing the appearance of groups on excursions or while representing our school at sporting or academic based events. The school's colours are navy blue, white, grey and light blue. All families who are eligible for Camps Sports Excursion Fund (holders of health care cards) may be eligible for support with the supply of uniform.

See the School's Uniform Policy on our website. If you require financial support for school uniform contact the school on 9749 9800 or email [davis.creek.ps@education.vic.gov.au](mailto:davis.creek.ps@education.vic.gov.au) .

## Before and After School Care

TheirCare are our Before and After School Care providers. Care begins in the morning at 6:30am and children are walked to their classrooms at 8:30am. After School Care begins at 3:00pm and concludes by 6:30pm.

All bookings for Before and After School Care can be completed online.

We encourage all our families to register should the unexpected need for care arise. You will not incur any cost for registering your child.



# The Curriculum at Davis Creek Primary School

## International Baccalaureate Primary Years Programme (P.Y.P)

The International Baccalaureate Primary Years Programme (P.Y.P) is an internationally recognised and prestigious programme that provides the framework for our primary school educational experience. Developed over many years, the IB PYP is designed specifically for children age 3- 12. It is a curriculum framework, based on international best practice and informed by decades of evidence-based research. The IB PYP prepares students for the intellectual and emotional challenges of further education and employment on the global stage, encouraging them to be life-long learners that can transfer their learning across many contexts.

The IB PYP is responsive to the world around us and incorporates essential learnings about our local and global world. Our curriculum is developed in close alignment with the Victorian Curriculum so that it is relevant, significant, engaging and challenging for each student.

Students explore six related transdisciplinary themes across the years of the programme, building a depth of knowledge, understanding and skills with each theme over time. The six themes are:

1. Who we are
2. How we express ourselves
3. Sharing the planet
4. How the world works
5. Where we are in place and time
6. How we organise ourselves.

These units of inquiry foster academic, social and emotional growth, and focus on international mindedness and the development of strong personal values. The development of life-long learners who can make the world a better place so that we have more of a peaceful world. Importantly, the PYP values independence, initiative and self-motivation, encouraging every student to take responsibility of their learning. The programme of Inquiry will support our students to develop student voice and agency.

The IB PYP is concept based and inquiry driven, built around understanding big ideas of significance in our world. It nurtures the development of student agency where learners are seen as equal partners in their learning with teacher facilitation and guidance. This encourages students to take risks and develop both confidence and resilience. Providing students with a learning environment that promotes agency also enables them to take meaningful action because of their learning. Students become truly interested in and caring about themselves, others and the world they live in. We strive for our students to have hope for life today and tomorrow.

**MAKING THE ENHANCED PYP SIMPLE**

**THE KEY CONCEPTS**  
 THESE SUPPORT UNDERSTANDING AND PROVIDE FOUNDATION FOR CONSIDERING KNOWLEDGE RELATIVE TO THE CENTRAL IDEA IN A RANGE OF WAYS  
 FORM: What is it like?  
 FUNCTION: How does it work?  
 CAUSATION: Why is it like that?  
 CHANGE: How is it changed (or being)?  
 CONNECTION: How is it linked to other things?  
 PERSPECTIVE: What are the points of view?  
 RESPONSIBILITY: What are our obligations?

**APPROACHES TO LEARNING**  
 SOCIAL SKILLS  
 • Developing positive interpersonal relationships and collaborative skills  
 • Developing social-emotional intelligence  
 RESEARCH SKILLS  
 • Information literacy skills  
 • Media literacy skills  
 • Ethical use of media/information  
 THINKING SKILLS  
 • Critical-thinking skills  
 • Problem-solving skills  
 • Transferable skills  
 • Reflection/metacognitive skills  
 COMMUNICATION SKILLS  
 • Language/literacy skills  
 • Oral skills  
 SELF-MANAGEMENT SKILLS  
 • Organization skills  
 • Stress of mind

**KNOWLEDGE TRANSDISCIPLINARY THEMES**  
 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

**AGENCY**  
 PYP LEARNERS...  
 TAKE ACTIVE ENGAGEMENT IN VARIOUS STAGES OF LEARNING INCLUDING: EXPLORING, ASSESSING, PLANNING, IDENTIFYING AND CREATING  
 SELF-DIRECTED IN THEIR CREATING (AS OPPOSED TO PASSIVE RECEIVING)  
 JURY THEIR UNDERSTANDING OF CONCRETE PROBLEMS  
 THE CONSTRUCTION OF THEIR PROJECTS/PLAY  
 MAKE CONNECTIONS TO THE REAL WORLD BY TAKING PAST EXPERIENCES INTO THEIR PLAY WORLDS  
 HAVE AN ACTIVE VOICE AND STAY IN THE CLASSROOM/COMMUNITY  
 FACE CHALLENGES AND ARE GIVEN THE FREEDOM TO EXPERIMENTATION  
 OVERCOME THESE OR FAIL THROUGH TRIAL AND ERROR ON EXPERIMENTATION  
 OWNERSHIP  
 TAKE RESPONSIBILITY  
 EXPRESS THEIR THOUGHTS OF THE WORLD AND THESE ARE HONORED IN THE ENVIRONMENT  
 REFLECT ON THEIR ACTIONS AND SELF-REGULATE

**LEARNER PROFILE ATTRIBUTES**  
 INQUIRERS  
 KNOWLEDGEABLE  
 THINKERS  
 COMMUNICATORS  
 PRINCIPLED  
 OPEN-MINDED  
 CARING  
 RISK-TAKERS  
 BALANCED  
 REFLECTIVE

**APPROACHES TO TEACHING**  
 BASED ON INQUIRY  
 FOCUSES ON CONCEPTUAL UNDERSTANDING  
 DEVELOPED IN LOCAL AND GLOBAL CONTEXTS  
 FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION  
 DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS  
 INFORMED BY FORMATIVE AND SUMMATIVE ASSESSMENT

**Central Idea**  
 THE PRIMARY CONCEPTUAL LINK THAT FRAMES THE TRANSDISCIPLINARY LINE OF INQUIRY AND SUPPORTS STUDENTS' CONCEPTUAL UNDERSTANDING OF THE TRANSDISCIPLINARY THEME UNDER WHICH IT IS SITUATED  
**Lines of Inquiry**  
 STATEMENTS THAT DEFINE THE POTENTIAL SCOPE OF AN INQUIRY  
**THE LEARNER**  
 AGENCY  
 EARLY LEARNER  
 LEARNER PROFILE  
 ACTION  
 THE EXHIBITION  
**LEARNING AND TEACHING**  
 TRANSDISCIPLINARY LEARNING  
 APPROACHES TO LEARNING  
 INQUIRY  
 CONCEPTS  
 DEVELOPING A PROGRAMME OF INQUIRY  
 ASSESSMENT  
 KNOWLEDGE  
**THE LEARNING COMMUNITY**  
 COMMUNITY OF LEARNERS  
 INTERNATIONAL MINDNESS  
 LEADERSHIP  
 COLLABORATION  
 LEARNING ENVIRONMENTS  
 TECHNOLOGY

**Action**  
 PARTICIPATION  
 ADVOCACY  
 SOCIAL JUSTICE  
 SOCIAL ENTREPRENEURSHIP  
 LIFESTYLE CHOICES  
 USE LESS PAPER  
 @chriscadbury More Free Resources at Magic4.orgbook.com



## How does the Programme of Inquiry connect to the Victorian Curriculum?

Our Programme of Inquiry has been drafted based on the close examination of the Victorian Curriculum. We have synthesised essential knowledge and skills:

1. Science Curriculum (embedded many of these in the theme of How the World Works and also connected authentically to other transdisciplinary themes.
2. Humanities (Civics and Citizenship, Geography, History and Economics and Business). Civics and Citizenship connects strongly to the theme of 'How we organise ourselves'. History is connected to 'Where we are in place and time' and Geography and Economics and Business connects to many of the transdisciplinary themes.

## Essential Elements of the P.Y.P (see diagram above)

The written curriculum is comprised of five essential elements: Knowledge, concepts, approaches to learning and agency. The essential elements are explicitly taught in all areas of the curriculum by all teachers.

### Assessment

Students will be assessed in different ways so that teachers can build a picture of student achievements, knowledge and understanding. A range of assessment tools and strategies are used which allow students with different learning styles to succeed.

All assessments are based on success criteria and sometimes these may be developed with the students through analysing worked examples. Assessments focus on what students can do and inform the teaching and learning experience. Students will be assessed on the elements of the PYP.

Assessment will include:

- Pre-assessment: identifying what students already know in order to clarify the starting point for teaching and learning experiences.
- Formative assessment: ongoing assessment which helps the teacher to plan for the ongoing learning needs of the students and to help plan the next steps of learning.
- Common Assessment Tasks: these are often referred to as summative assessment tasks. They inform us with how far students have progressed at the end of the unit of teaching.
- Self and peer assessment: students are involved in making assessments about their own learning and that of their peers using the rubric or success criteria that has been collaboratively developed. This supports with the development of agency.

Assessment across the curriculum will include the following at an age appropriate level:

- Using representative examples of student's work or performance to provide information about student learning.
- Collecting evidence of students' understanding and thinking (Visible Thinking Tools).
- Documenting the learning processes of groups and individuals.
- Engaging students in reflecting on their learning.
- Students assessing work produced by themselves and others.

This may include some or all of the following tools and strategies:

Rubrics	Observations
Exemplars	Performance Assessments
Checklists	Process-focussed assessments
Anecdotal notes	Selected response
Continuums	Open-ended tasks and problem-based learning



## The Learner Profile



Through the inquiry process and the application of the essential elements we encourage students to become internationally minded students who strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across the broad and balanced disciplines at school.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and the environment.

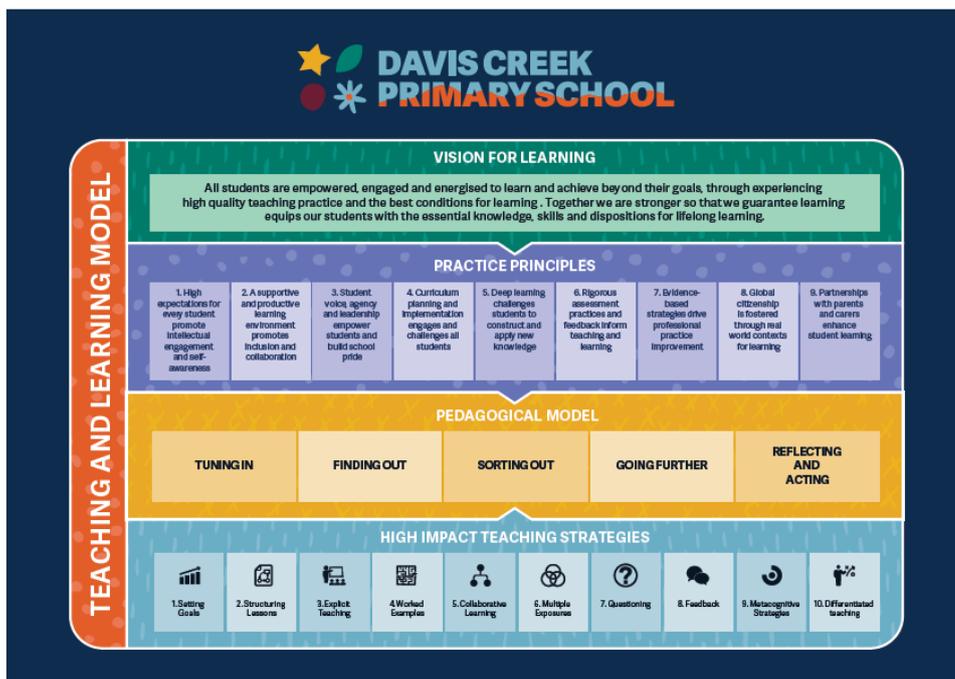
**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate their defending beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

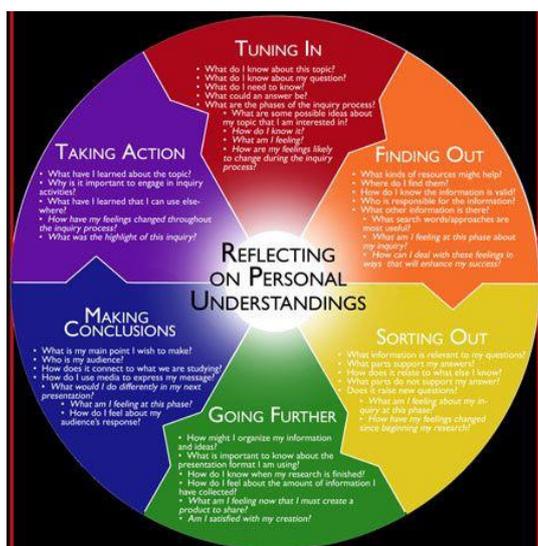
**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



## What is our Teaching and Learning Model at Davis Creek Primary School?



Our teaching and learning model at Davis Creek Primary School articulates a clear vision that all students are empowered to learn and achieve when they experience high quality teaching practices that are differentiated for their specific needs.



The pedagogical model is fostering student inquiry. We take a structured approach to inquiry learning where the high impact teaching strategies are embedded strongly through the inquiry process.

During the **tuning phase** of inquiry students may be:

- experience a rich provocation that promotes questioning and wonderings. Students may be taught explicitly how to change their wonderings into rich and deep questions using Bloom's Taxonomy.
- all lessons throughout the inquiry process have the split screen. These are specific learning intentions to support students to develop knowledge(what) and the skills of learning (how).
- asking rich metacognitive questions after a rich experience/s such as How do I know this? What are some areas I am interested in learning more about? What are possible ideas?

The Practice Principles are our beliefs about what constitutes a high-quality teaching and learning program. Throughout the inquiry process we want our students to experience rich learning experiences so that they can construct deep knowledge and have an opportunity to apply the knowledge they are learning in core curriculum areas (reading, writing, listening and speaking and mathematics) to new contexts and experiences. For example, questioning is a comprehension strategy that we would like students to apply when they are researching and finding out.



## An overview of English and Mathematics.

At Davis Creek Primary School we provide opportunities for students to apply their knowledge in the core curriculum area in the context of the Programme of Inquiry. This is an overview of key knowledge, skills and understandings for the core curricular areas. We need to remember each child is unique and is at different stages of their learning. Learning is developmental and assessment plays a key role to support teachers to plan what the next steps of learning are for your child. At the start of each term, parents will be provided with a rich curriculum overview. The below curriculum articulate some of the key learning areas in each year level.

### Language (English)

#### Aims

Language is fundamental to learning for all Australians, thinking and communicating and permeates the whole curriculum. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Schools have a special responsibility to recognise and support language development to ensure that all students are provided with the environment and necessary language support to enable them to participate fully in the academic programme and the social life of school and society as well as develop as individuals. The programme of inquiry provides an authentic context for students.

The Language (English) curriculum 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.

#### Content

Language mode	Reading and Viewing	Writing	Speaking and Listening
	Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Reading involves active engagement with texts and the development of knowledge about the	Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on these aspects. It involves the development of knowledge about	Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an



	relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.	strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.	understanding of the conventions of different spoken texts.
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## Mathematics

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematical ideas have evolved across societies and cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and provide new tools for mathematical exploration and invention. While the usefulness of mathematics for modelling and problem solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic and technological advances and empowering individuals to become critical citizens.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The curriculum ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics can support inquiry in the classroom. Through the use of a global language, it helps students to make sense of the world around them. Rather than be taught as a series of facts that need to be memorised, students are taught mathematics in realistic and relevant contexts. Students are given opportunities to see themselves as mathematicians, developing enthusiasm to exploring and learning about Mathematics.

## Aims

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

## Content

Mathematics have the following strands:

### Number and Algebra

Through the exploration of the number system, learners develop a language for describing quantities and the relationships between these quantities. They use numbers to interpret information, make decisions, and build the later foundation for the study of algebra.

Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variables and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

## Measurement and Geometry

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

## Statistics and Probability

Statistics and Probability develops initially in parallel, with the curriculum progressively building links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. Students recognise variation, assess the likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

## Working mathematically

This supports our learners to develop a positive attitude towards problem solving. This will become increasingly confident in working through problems using a systematic and logical approach and be able to communicate their ideas using the language of Mathematics.

### Problem Solving Strategies

Make a table		Make a list	
Draw a picture		Act it out	
Make a model		Identify a pattern	3, 6, 9, 12, 15, 18
Write a number sentence	$3 \times 4 = 12$	Solve a simpler, related problem	102, 104, ??? 2, 4, 6, 8, 10, ...
Guess and check		Work backwards	



## Snapshot of our Curriculum

Remember curriculum overviews will be provided at the start of each term. The purpose of the overview is to help parents understand the essential content of each year level. Some students will be less experience in some areas and that is OK. Some students will demonstrate more experience in areas so we will aim to challenge and extend their understandings horizontally.

The statements are written as 'I can' statements.

### Foundation

Speaking/Listening	Reading	Writing	Mathematics
<p>Use my words to say what I want and how I feel.</p> <p>Hear rhymes, syllables and words with the same first sounds (alliteration) in spoken words.</p> <p>Listen to others by showing a range of listening behaviours.</p>	<p>Recognise the names of letters in the alphabet (lower and upper case)</p> <p>Produces the sound of each letter in the alphabet</p> <p>Recognises the sequence in a story beginning, middle and end.</p> <p>Read 100 high frequency words</p> <p>Make a prediction before and during reading/viewing/listening</p> <p>Make connections with a text, including text-to-self and text-to-text.</p> <p>Ask and answer questions about a text.</p> <p>Visualise the pictures in my head.</p> <p>Mastered the superpowers of reading (picture, pointer, word, sound etc)</p> <p>Infer about a character or event.</p> <p>Orally retell a text Clarify words I don't know</p>	<p>Identify some differences between fiction and non-fiction texts.</p> <p>Understand concepts about print and screen, including books, film and simple digital texts</p> <p>Write spoken sounds and words using letters of the alphabet.</p> <p>Spell 75 High Frequency Words</p> <p>Write in the correct case and understand that upper case letters are used for people's names and the beginning of a sentence.</p> <p>Understand and experiment with full stops, question marks and exclamation marks</p> <p>Can talk about what I want to write, draft my writing and read it back.</p> <p>I can hold my pencil correctly.</p> <p>Can write all upper and lower case letters correctly using Victorian Modern Font, on 24mm dotted-thirds.</p>	<p>Count forwards to 20 and backwards moving to and from 20 from any starting point.</p> <p>Represent, continue and create simple patterns.</p> <p>Subitise small collections of objects.</p> <p>Name, make, represent numbers to 20.</p> <p>Count and make amounts to 20 using bundles.</p> <p>Model addition and subtraction.</p> <p>Model sharing stories.</p> <p>Physically compare objects to decide which is longer, heavier or holds more in practical situations.</p> <p>Compare and order the duration of events using everyday language of time.</p> <p>Names and match days/months of the week/year to familiar events and routines.</p> <p>Sort, describe and name 2-D shapes (triangles, squares, circles, rectangles) and 3-D objects (cubes and spheres, cylinder and cone).</p>



## Year 1

Speaking/Listening	Reading	Writing	Mathematics
<p>Choose an appropriate time and manner to talk, in a range of situations.</p> <p>Display active listening</p>	<p>Use meaning, structure and visual cues to solve new words.</p> <p>Recognise 200 Oxford Plus HFW within a continuous text.</p> <p>Discuss a text using literal and inferred meaning.</p> <p>Use comprehension strategies to build literal meaning about key events, ideas and information in the words and pictures.</p> <p>Use comprehension strategies to build inferred meaning about key events, ideas and information in the words and pictures.</p> <p>Write in response to my reading.</p> <p>Use my growing knowledge of context, text structures and language features to help me understand the author's purpose.</p> <p>Sound confident and fluent when reading aloud.</p>	<p>Use my knowledge of sound to record words with regular spelling patterns.</p> <p>Spell 150 of the first 200 Oxford Plus HFW</p> <p>Make new words by changing an onset or rime.</p> <p>Use base words to spell unfamiliar words. (Onset/rime and base words)</p> <p>Apply my knowledge of text structure, sentence level grammar, word choice, spelling and punctuation to create texts.</p> <p>Provide details about ideas or events (including similes and strong verbs)</p> <ul style="list-style-type: none"> <li>- Narrative</li> <li>- Procedure</li> <li>- Persuasive</li> </ul> <p>Apply my knowledge of text structure, sentence level grammar, word choice, spelling and punctuation to create texts.</p> <p>Provide details about ideas or events (similes, strong verbs).</p> <p>Write all upper and lowercase letters correctly on 18mm dotted third lined paper using Victorian Modern</p>	<p>Count forwards and backwards to 100 by 1s from any starting point and locate on a number-line.</p> <p>Skip count forwards by 10s, 5s, and 2s when starting at 0.</p> <p>Name, make, represent and order numbers to 100 using place value.</p> <p>Represent and solve addition and subtraction problems using modelling and mental strategies.</p> <p>Identify features and order Australian coins according to their value.</p> <p>Model strategies that show real-life equal sharing.</p> <p>Understand and describe one-half as one of two equal parts of a whole.</p> <p>Physically measure, compare and order objects to decide which is longer, heavier or holds more in practical situations and explain why using uniform, informal units.</p> <p>Read and make time to the half hour (digital and analogue) using the language of 'half past'.</p> <p>Describe duration using months, weeks, days and hours (e.g How long until we come back to school? 2 days, 2 weeks)</p> <p>Recognise and classify 2D and 3D shapes based on their features.</p> <p>Give and follow directions to familiar locations.</p> <p>Ask questions to collect data and draw and interpret data displays.</p>



## Year 2

Speaking/Listening	Reading	Writing	Mathematics
<p>Engage in discussions by appropriately expressing and extending on ideas and opinions.</p> <p>Listen for specific purposes and process new information.</p>	<p>Recognise 300+ High Frequency words within a continuous text</p> <p>Combine meaning, sound and visual based strategies when reading</p> <p>Fluently read a just right text.</p> <p>Identify literal meaning, main ideas and supporting details.</p> <ul style="list-style-type: none"> <li>- Determining Importance</li> <li>- Questioning</li> </ul> <p>Use text cues and prior knowledge to infer implied meaning.</p> <p>Visualising, Questioning and synthesising.</p> <p>Identify the genre of a text by recognising its language features, structure and purpose.</p>	<p>Use a range of spelling strategies to help me spell words.</p> <p>Identify and use punctuation correctly (full stops, use upper case letters for proper nouns, commas, question and exclamation marks).</p> <p>Work through the writing process to complete a piece of writing.</p> <p>Create short, imaginative and informative texts for a given audience following the writing process.</p> <p>Legibly write all unjoined upper and lower case letters correctly on 14mm dotted thirds.</p>	<p>Count forwards and backwards by 2s, 5s and 10s from any starting point and count by 4's and 3's to the 10<sup>th</sup> multiple.</p> <p>Count by 100's to 1000.</p> <p>Name, make, represent and order numbers to 1000 using place value.</p> <p>Solve 2-digit addition and subtraction problems using a range of mental and written strategies.</p> <p>Count and order collection of Australian coins and notes according to their value.</p> <p>Show and solve multiplication using arrays.</p> <p>Show and solve a division problem sharing a collection into equal groups.</p> <p>Understand and explain how a set of objects or a shape can be partitioned into equal parts (halves, quarters and eighths)</p> <p>Order shapes and objects, using informal units of length, area, volume and capacity.</p> <p>Compare masses of objects using balance scales.</p> <p>Tell the time to quarter hour (to and past)</p> <p>Examine the calendar to identify the date, days, weeks and months included in seasons and other events.</p> <p>Describe and recognise 2D and 3D objects.</p> <p>Interpret simple maps and identify positions and key features.</p> <p>Explain the effects of one-step transformations (flip, slide, half and quarter)</p> <p>Collect, check and classify data. Create interpret displays of data - lists, table and picture graphs.</p>



## Year 3

Speaking/Listening	Reading	Writing	Mathematics
<p>Participate in class discussions, listening to others' points-of-view, appropriately interacting and responding.</p> <p>Can actively listen to a speaker with the 5L's</p>	<p>Apply decoding strategies and monitor meaning.</p> <p>Use punctuation to demonstrate phrased, fluent and expressive oral reading at an appropriate rate with a just right text.</p> <p>Use comprehension strategies to build literal meaning about events, ideas and information in a text.</p> <p>Determining importance,</p> <p>Summarising, QAR, Clarifying, Predicting, Questioning.</p> <p>Use comprehension strategies to identify the implied meaning and make connections within a text.</p> <p>Inferring, visualising, synthesising and making connections.</p> <p>Identify the text structure and purpose of a text and how language features and images are used for different effects.</p>	<p>Flexibly use a range of spelling strategies to make reasonable attempts at spelling words</p> <p>Spell the first 400 HFW.</p> <p>Demonstrate understanding of grammar and choose appropriate vocabulary and punctuation.</p> <p>Work through the writing process, thoroughly revising and editing my work, checking for appropriate vocabulary, structure and meaning.</p> <p>Create purposeful texts using a given text structure and language features (develops experiences, events, information, ideas and characters).</p> <p>Create writing pieces that include elements in my toolbox. Strong leads, figurative language, strong endings, strong verbs and show not tell.</p> <p>Write legibly using consistently sized and joined letters on 14mm dotted thirds.</p>	<p>Automatically recall the 2's to 9's skip counting patterns. Count by place value parts to 10 000.</p> <p>Continue number patterns involving addition or subtraction</p> <p>Place Value Base 10 Name, make, rename and regroup numbers to 10 000 using place value.</p> <p>Use place value to partition to at least 10 000 in addition and subtraction. Apply the connection between addition and subtraction to solve problems.</p> <p>Recall multiplication facts for 2,3,5 and 10 and related division facts.</p> <p>Solve multiplication problems using mental and written strategies.</p> <p>Model and represent <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>, <math>\frac{1}{3}</math> and <math>\frac{1}{5}</math> and their multiples to complete a whole.</p> <p>Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents. Measure (using centimetres, metres, square centimetres, grams, kilograms, millilitres and litres) and order and compare length, area, mass and capacity.</p> <p>Tell the time to the minute.</p> <p>Create models of 3D objects and describe key features.</p> <p>Identify and describe slides, turns and symmetry in the environment.</p> <p>Recognise angles as measures of turn and compare angle sizes in the environment (doors, clocks).</p> <p>Plan for, collect, and organise and display data in a variety of</p>



ways and interpret data displays made by others.

## Year 4

Speaking/Listening	Reading	Writing	Mathematics
Plan, rehearse and deliver presentations for a given purpose and audience.	<p>Attempt an unknown word integrating decoding strategies while reading and then determine its meaning.</p> <p>Read a 'Just Right' text with fluency in a way that reflects understanding and meaning.</p> <p>Use comprehension strategies to infer the implied meaning (synthesise, infer and summarise)</p> <p>Express preferences for particular types of texts, and respond to others' viewpoints. (identify features of characters, top level text structures and make connections).</p>	<p>Use a range of spelling strategies (phonic, High frequency words-visual, spelling generalisations and word structure-meaning based/morphemic).</p> <p>Identify and use grammar and punctuation correctly, rereading and editing my work to improve meaning ('?!? ,)</p> <p>Independently create imaginative and informative texts for different audiences using the genre structure and features.</p> <p>Use language features to create coherence and add detail to my text (for my audience).</p> <p>Elaborate the main ideas, by combining simple, compound and some complex sentences.</p> <p>Write using correct letter formation.</p>	<p>Select effective algorithms and sequence of steps to solve a problem.</p> <p>Name, represent, order and regroup numbers to 100 000.</p> <p>Extend place value understanding to tenths and hundredths.</p> <p>Solve problems involving addition and subtraction using efficient methods to 100 000 with renaming and regrouping.</p> <p>Find unknown numbers in equivalent number sentences using addition and subtraction.</p> <p>Recall multiplication facts to 10X10 and related division facts.</p> <p>Solve multiplication and division problems (without remainders) using mental and written strategies.</p> <p>Count by halves, quarters, and thirds, including mixed numbers.</p> <p>Connect fraction knowledge of tenths and hundredths with <b>decimals</b> (to two places)</p> <p>Measure length, mass, capacity and temperature using scaled instruments</p> <p>Compare the area of shapes informally and using metric units and capacity of objects.</p> <p>Measure length, mass, capacity and temperature using scaled instruments.</p> <p>Solve problems involving elapsed time (duration), noting a.m. and p.m. and converting between units of time.</p> <p>Compare and describe 2D shapes that result from combining and splitting common shapes.</p>



			Interpret information contained in maps, including scale, legends and directions.  Collect, record and create displays of data including those that use many to one
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**Year 5**

Speaking/Listening	Reading	Writing	Mathematics
<p>Present a point of view about particular literary texts using appropriate language, and reflecting on the viewpoints of others</p>	<p>Deepen my literal understanding by integrating multiple sources of information, and by adjusting and developing my thoughts and opinions as I read.</p> <p><b>A Network of Processing Systems for Reading</b></p> <p>Within the text (Summarise), About the text (Analysing) and Beyond the text (Synthesising)</p> <p>Identify and analyse elements of an author’s craft, in order to critique a range of texts.</p> <p>Read texts aloud, accurately and at an appropriate rate; with expression that reflects an interpretation of the deeper meaning of a text.</p> <p>Develop and discuss my personal reading choices by using evidence from within, beyond and about the text.</p>	<p>Use a range of strategies to spell unknown words, of increasing complexity (Syllables/phonics, Visual patterns, generalisations, morphemic word families, word structure and derivations).</p> <p>Independently create a range of imaginative texts using the genre structure and language features.</p> <p>Revise my writing for cohesive structure, meaning and author’s craft.</p> <p>Write using Victorian Modern Cursive script.</p> <p>Demonstrate an understanding of grammar and punctuation when writing (paragraphs, punctuation conventions, verb tenses compound sentences, simple and complex sentences)</p>	<p>Understand the patterns and order in the place value chart to 1 000 000 and beyond.</p> <p>Extend place value understanding to thousandths and beyond</p> <p>Use estimation to predict a result of adding or subtracting and check whether my answer is reasonable.</p> <p>Apply efficient mental and written strategies to solve problems that involve more than one operation</p> <p>Identify and use factors and multiples of whole numbers to solve problems.</p> <p>Solve problems involving multiplication of large numbers by 1 and 2 digit numbers</p> <p>Solve problems involving division by a one digit number (including remainders).</p> <p>Problem solve to add and subtract fractions with the same denominator</p> <p>Compare, order and represent decimals on a number line</p> <p>Compare, order and represent decimals on a number line.</p> <p>Choose appropriate units of measurement to calculate length and perimeter, area, volume, capacity and mass (and temperature)</p>



			<p>Compare 12- and 24-hour time systems and convert between them</p> <p>Connect 3D objects with their nets and other 2D representations.</p> <p>To use grid references, language, and directional language to describe locations</p> <p>Estimate and measure degrees of an angle.</p> <p>Pose questions, collect numerical and categorical data through observations or surveys then construct and justify the appropriate displays for data type.</p>
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## Year 6

Speaking/Listening	Reading	Writing	Mathematics
<p>Use specific strategies for effect (voice, volume, tone, pitch/pace and questions).</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes.</p>	<p>Identify and analyse information within a text to build literal comprehension (think and search for new information and words, summarise)</p> <p>Interpret and analyse information beyond the text to make inferences and deepen my understanding (Synthesising, Make connections and inferring).</p> <p>Analyse and evaluate the effectiveness of different authors craft choices.</p> <p>Evaluate and explain my personal reading choices by using evidence from within, beyond and about the text.</p> <p>Analyse a text and apply literary techniques (idea sequencing, symbolism,</p>	<p>I can use a range of spelling strategies and the word's meaning to spell new words.</p> <p>(Morphemic/meaning, phonemic, spelling generalisations, visual strategies, making connections and inquiry through searching for words and vocab)</p> <p>Create detailed texts for a range of purposes and audiences (Science Report, Memoir, Persuasive, Poetry and Narratives).</p> <p>Revise my and other's writing so that it best matches its purpose, audience and intent.</p> <p>Demonstrate control and choice over my writing to achieve a specific purpose.</p> <p>Write fluently with Victorian Modern Cursive script.</p>	<p>Count by fractions on a number line.</p> <p>Apply a rule to sequences involving whole number, fractions, decimals by creating and continuing patterns.</p> <p>Create sequences involving whole numbers, fractions and decimals. Describe the rule to create the sequence.</p> <p>Understand place value to any place in whole numbers, decimal numbers and decimal</p> <p>Apply efficient rounding to estimate then solve addition and subtraction problems with decimals</p> <p>Investigate the order of operations (including use of brackets) to write number sentences and solve multi-step problems.</p> <p>Investigate the order of operations (including use of brackets) to write number sentences and solve multi-step problems.</p> <p>Solve problems involving multiplication of large numbers by a decimal number</p>



	<p>satire/parody and perspective)</p> <p>Analyse a text for a range of purposes and audiences. (memoir)</p>		<p>Solve problems involving division by a one digit number where the result is a terminating decimal.</p> <p>Arrange and compare related fractions on a number line.</p> <p>Compare and solve addition and subtraction problems with fractions with related denominators.</p> <p>Understand the connections between fractions, percentages and decimal numbers, and apply to real life problems.</p> <p>Apply place value knowledge of powers of 10 to multiply and divide decimals.</p> <p>Convert and connect between common metric units of length, mass and capacity.</p> <p>Differentiate between volume and capacity and connect their units of measurement.</p> <p>Measure, calculate and compare elapsed time.</p> <p>Design nets for 3D objects.</p> <p>Use all four quadrants of the Cartesian plane to describe location.</p> <p>Investigate the change of 2D properties when they undergo multiple transformations.</p> <p>Calculate the degrees of an unknown angle.</p> <p>Refine survey questions to collect data using more than one source.</p> <p>Conduct and evaluate the results of chance experiments to assess reliability / validity based on the number of trials, represented as fractions, decimals and percentages.</p>
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