Kilmore Primary School
2016 Information Evening for Parents
## 2016 Grade Allocations

### Specialists:

<table>
<thead>
<tr>
<th>Grade/area</th>
<th>Teacher’s name</th>
<th>Learning area allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>Julie James</td>
<td>LS17</td>
</tr>
<tr>
<td>Foundation</td>
<td>Casey Sperling</td>
<td>LS16</td>
</tr>
<tr>
<td>Foundation</td>
<td>Erin Cooper</td>
<td>LS14</td>
</tr>
<tr>
<td>Grade One</td>
<td>Ashleigh Grey</td>
<td>LS11</td>
</tr>
<tr>
<td>Grade One</td>
<td>Laura Gannon/Amy Thompson</td>
<td>LS10</td>
</tr>
<tr>
<td>Grade One</td>
<td>Michelle Vilinskis</td>
<td>LS9</td>
</tr>
<tr>
<td>Grade Two</td>
<td>Kylie Jeffs</td>
<td>LS13</td>
</tr>
<tr>
<td>Grade Two</td>
<td>Simone Cocks</td>
<td>LS12</td>
</tr>
<tr>
<td>Grade Two/Three</td>
<td>Tracy Hecker</td>
<td>LS18</td>
</tr>
<tr>
<td>Grade Three</td>
<td>Andrea McKenzie</td>
<td>LS20</td>
</tr>
<tr>
<td>Grade Three</td>
<td>Kerry Trawn</td>
<td>LS21</td>
</tr>
<tr>
<td>Grade Four</td>
<td>Emma White</td>
<td>LS1</td>
</tr>
<tr>
<td>Grade Four</td>
<td>Fiona Johnson</td>
<td>LS2</td>
</tr>
<tr>
<td>Grade Four/Five</td>
<td>Liz Boyack</td>
<td>LS5</td>
</tr>
<tr>
<td>Grade Five</td>
<td>Emily Dennis</td>
<td>LS3</td>
</tr>
<tr>
<td>Grade Five</td>
<td>Samantha George</td>
<td>LS4</td>
</tr>
<tr>
<td>Grade Six</td>
<td>Claire Bourke</td>
<td>LS7</td>
</tr>
<tr>
<td>Grade Six</td>
<td>Nick Williamson</td>
<td>LS8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teachers/Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART - senior</td>
<td>Andrea Lewis</td>
</tr>
<tr>
<td>ART - Junior</td>
<td>Fiona Dixon</td>
</tr>
<tr>
<td>ICT</td>
<td>Brendan x F - 3</td>
</tr>
<tr>
<td></td>
<td>Carolyn x 4-6</td>
</tr>
<tr>
<td></td>
<td>ICT lab</td>
</tr>
<tr>
<td>PE</td>
<td>Anna Sloan x 14 grades</td>
</tr>
<tr>
<td></td>
<td>Brendan x 4 grades</td>
</tr>
<tr>
<td></td>
<td>Hall</td>
</tr>
<tr>
<td>Spanish</td>
<td>Nellie  Foundation to grade three</td>
</tr>
<tr>
<td></td>
<td>(teachers to attend)</td>
</tr>
<tr>
<td></td>
<td>Spanish room</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>8.50am</td>
<td>Morning Bell - come into classroom</td>
</tr>
<tr>
<td>8.50 - 9.50am</td>
<td><strong>Session 1</strong></td>
</tr>
<tr>
<td></td>
<td>Fruit break</td>
</tr>
<tr>
<td>9.50 - 10.50am</td>
<td><strong>Session 2</strong></td>
</tr>
<tr>
<td></td>
<td>Recess snack</td>
</tr>
<tr>
<td>10.50 - 11.20am</td>
<td><strong>Recess play</strong></td>
</tr>
<tr>
<td>11.20 - 12.20pm</td>
<td><strong>Session 3</strong></td>
</tr>
<tr>
<td></td>
<td>Fruit break</td>
</tr>
<tr>
<td>12.20 - 12.30pm</td>
<td><strong>Session 4</strong></td>
</tr>
<tr>
<td>1.20 - 1.30pm</td>
<td>Lunch eating time inside</td>
</tr>
<tr>
<td>1.30 - 2.10pm</td>
<td><strong>Lunch play</strong></td>
</tr>
<tr>
<td>2.10 - 3.10pm</td>
<td><strong>Session 5</strong></td>
</tr>
<tr>
<td>3.10pm</td>
<td><strong>Home time</strong></td>
</tr>
</tbody>
</table>

**The new bell times**
Key Curriculum Subjects:
* Literacy
* Numeracy
* Inquiry

Specialists:
* Physical education
* Visual Arts
* ICT
* Spanish for grades F-3
Daily Reading Session

* Whole class focus, independent task/teacher group and whole class reflection
* Children are matched to text by levels or ‘good fit’ books
* Typical activities include read to self, written response to the text read, task related to the strategy that has been taught, use of computer to read and respond to text

Daily Writing session

* Whole class focus, independent writing, teacher conferences.
* Teacher selected text types. Two per term for five weeks each.
* Modelled, shared, guided and interactive writing

* Writing Cycle: Planning, Drafting, Revising, Editing, Publishing (optional)

Spelling, Punctuation and Grammar

* Taught explicitly as stand alone mini lessons and also taught in the context of the writing program.
* Typical activities include spelling games and word study tasks, revision of writing and specific practise activities that reflect the skill being taught
Daily Numeracy Block:
Typical components include:
* Fluency Task (starting term two)
* Whole Class Focus
* Independent Tasks
* Teacher Group
* Whole Class Summary and Reflection

* Mathletics program available from grade 1 - 6
Covers areas of geography, history, civic and citizenship, biological and chemical science.

Two year scope and sequence ensures all areas of the Victorian Curriculum are covered.

This year's topics are:
- Biological Science
- Chemical Science
- Geography
- History
The Inquiry model:
* Tuning In
* Finding Out
* Sorting Out
* Going Further
* Making Conclusions
* Taking Action

The Inquiry skills:

Science Skills:
* Questioning and predicting
* Planning and conducting
* Recording and processing
* Analysing and evaluating
* Communicating

Geographical Concepts & Skills:
* Place, space and interconnection
* Data and information

Historical Concepts & Skills:
* Chronology
* Historical sources as evidence
* Continuity and change
* Historical significance
Homework consists of two main components

* Reading
* Revision and practice of work covered in the class including both literacy and numeracy

* Senior grades may have an element of Inquiry work to do occasionally
Home reading is crucial to student success

Regular time each night should be set aside for home reading (refer to homework policy recommendations for minimum times)

Home reading should be positive and encouraging

Books that come home should be ‘easy’ reading for most children so they can practice fluency and develop a love of literature

If children are struggling, support them by reading to or with them. Record the difficulty in their reading log so teachers can follow up and check book suitability.

Where possible ask questions about what your child is reading to ensure that they are gaining meaning.

Completing student reading logs or signing diaries is important as it reinforces your support of the importance of home reading, provides the teacher with information about the reading habits of children outside of the class and helps us generate award programs for nights read.
*Homework for foundation*

Homework will consist mainly of:

* Daily reading/reading activities (minimum of five days a week)
* Spelling words and numeracy will be a component of the homework expectations when appropriate.
* Homework tasks will be differentiated for various ability levels where practical and appropriate.
* Homework will be a minimum of 10 minutes per day and will not be set during vacation periods. Home reading will be encouraged throughout the holiday periods.
Homework will consist mainly of:

* Daily reading/reading activities (minimum of five days a week)
* Spelling words and numeracy will be a component of the homework expectations when appropriate.
* Occasional simple extension tasks associated with classroom activities.
* Homework tasks will be differentiated for various ability levels where practical and appropriate.
* Homework will be a minimum of 15 minutes per day and will not be set during vacation periods. Home reading will be encouraged throughout the holiday periods.
Homework for grade 3 and 4

* Homework will consist mainly of:
  * Independent reading on a daily basis (minimum of five days a week)
  * Completion of research tasks may be set.
  * It is acceptable for teachers to assign unfinished classroom activities as homework tasks.
  * All homework will involve a literacy and numeracy component and may include inquiry and technology work related to the current theme.
  * Homework tasks will be differentiated for various ability levels where practical and appropriate.
  * Optional extension tasks may be set for students who want additional challenges.
  * Homework, including reading, will be a minimum of 20 minutes per day of which ten minutes at least must be reading. It will not be set during vacation unless the child has failed to complete the set homework or classroom tasks during the term.

* Processes for failing to meet homework requirements:
  * Students may be asked to complete homework during lunchtimes
  * Parents will be contacted if a student does not return homework satisfactorily more than twice in a term.
Homework will consist mainly of:
* Independent reading on a daily basis (minimum of five days a week)
* Weekly homework tasks which will revise and consolidate class work
* Completion of projects and/or research tasks may be set.
* Optional extension tasks may be set for students who want additional challenges.
* It is acceptable for teachers to assign unfinished classroom activities as homework tasks.
* Homework tasks will be differentiated for various ability levels where practical and appropriate.
* Homework, including reading, will be a minimum of 30 minutes per day of which ten minutes at least must be reading. It will not be set during vacation unless the child has failed to complete the set homework or classroom tasks during the term.

Processes for failing to meet homework requirements:
* Students may be asked to complete homework during lunchtimes (maximum of 20 minutes)
* Parents will be contacted if a student does not return homework satisfactorily more than twice in a term.
Homework reminder

.......................... did not complete their set homework task this week. I have ticked below which task was not completed.

I thank you in anticipation of your support in encouraging your child to complete and return the work to school. Can you please sign and return this notice with your child’s completed homework.

Thanking you.

☐ Reading  ☐ Numeracy  ☐ Spelling  ☐ Inquiry/research

Parent signature: ________________________       Date: ___________________

Unfinished school work notice

.......................... did not complete their set school tasks this week even though they had an appropriate amount of time and support. I have spoken to them about how they could have made choices that would have enabled them to meet the expectations of the class so that they can improve next week. As a consequence they will need to complete this work at home.

I thank you in anticipation of your support in encouraging your child to complete and return the work to school. Can you please sign and return this notice with your child’s completed.

Thanking you.

To complete the work your child must:

..........................................................................................................................................................................................

..........................................................................................................................................................................................

Parent signature: ________________________       Date: ___________________
Guidelines for Parents:

* Positive parent support is essential for a successful homework program. Homework on a regular basis should be actively encouraged.
* Parents are asked to sign their child’s reader cover and/or homework before it is returned to school.
* Parents should offer encouragement and help where appropriate and provide a quiet space for their child to work. It is essential that students themselves complete the work to the best of their ability.
* Parents should contact their child’s teacher if they have any questions or concerns regarding homework or if their child has been unable to complete the assigned work.

Student Responsibilities:

* Record details and due dates of homework in their diary or homework book.
* Develop independent learning habits to complete homework on time and to an acceptable standard of neatness, content and presentation.
* Ensure that a parent has checked and signed homework before it is handed in.
Kilmore Primary has a strong Student Wellbeing focus

We are a KidsMatter school working together to:
create a positive school community
teach our students to develop positive social and emotional skills
work closely with families
recognise and arrange help for children with mental health difficulties.

*Mentally healthy children are able to use positive coping skills appropriate to their age to manage feelings and deal with difficulties. They develop helpful coping skills as part of their normal development and are not held back by emotional or behavioural problems.*

The wellbeing of KPS students is underpinned by our school values of

Kind Proud Safe
Student Wellbeing

Student Support Services
* Visiting Speech therapist - assessments, therapy sessions and home programs
* Occupational Therapist
* Psychologist
* Student Support Group meetings
* Supporting students with disabilities
* Liaising with teachers, parents and Education Department personnel
* Referrals to paediatricians, and other appropriate medical professionals
* Promotion of *Bullying- No Way* and *Bounceback resilience* strategies
* Supporting students with transition
Kilmore is committed to promoting a culture of high expectations for all students both in achievement and behaviour.

KIND PROUD SAFE
A staged response

* School Wide Positive Behaviours Program

* Class expectations and consequences established during the Ready Set Go program

* Unacceptable behaviour notifications
Unacceptable behaviour notifications

Notice of Less than Acceptable Behaviour

November 27th, 2015

Dear XXXXXX

Unfortunately I had to speak to XXXXXX today about unacceptable behavior in class.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

As a consequence of this behavior XXXXXXXX will be withdrawn from class for an inschool suspension tomorrow XXXXXXXX

I thank you in anticipation of your support.

Yours sincerely

Kim Laffan
Principal
Notice of use of Inappropriate Language at School

November 27th, 2015

Dear XXXXXX,

Unfortunately I XXXXXX swore at school today.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

As a consequence of this behavior XXXXXXXX will be withdrawn from class for an inschool suspension tomorrow XXXXXXXX.

I thank you in anticipation of your support.

Yours sincerely

Kim Laffan
Principal

Can you please sign the slip below and return it to the school.
*Camps and excursions*

Foundation and grade 1
Dinner at school.

Grade two
Sleep over at school

Grade three and four
Two night/three day camp

Grade five and six
Two night/three day camp
How can you get involved in the school

* School Council
* Classroom Helpers (Must do a one hour training session with Kim and have a Working With Children Check)
* Working Bees
* Excursion/special event helpers
* Fundraising
* Grounds: Environmental Beautification Program

SIGN UP FOR THE SKILLS REGISTER
Aim:
* To establish a program that maintains and adds to our existing grounds.
* To increase community and student ownership and commitment to the school grounds

Expression of interest for membership on the committee to lead this initiative are available tonight.

See Tracy Crane for more information
* This supports the development of financially awareness from a young age

* There is also a fundraising aspect for the school

* See Kristy if you would like more information

* School Banking Program
Communication:

* Pre-arranged meetings before or after school
* School Newsletters
* Unit Newsletters
* **School blog - Presentation tonight in the ICT room**
* Class Blog - being introduced over the next two years
* Email
* Student Diaries
* Phone Calls (including absences)
* KPS Group Facebook page- being developed