COLLEGE WIDE POSITIVE BEHAVIOUR

STUDENT MANTRA

I AM RESPECTFUL
Respecting others through our speech and manners.

I AM RESPONSIBLE
Caring for ourselves, others and property.
Resolving problems calmly, responsibly and fairly.

I AM SAFE
Moving and playing safely.

I AM PREPARED TO LEARN
Working to the best of my ability and allowing others to do the same.
We would like to introduce you to the
PREP – YEAR 4 TEACHING TEAM

THE PRINCIPAL TEAM
College Principal
Ms Julie Mason

ASSISTANT PRINCIPALS
Ms Danese Mrs. Falla Mrs Besanko Mr Clarke Mrs Douglas Mr Vandy

PREP TEACHING STAFF DHPS CAMPUS
Ms Browne Mrs Dean Mrs Porter Mrs Van Leeuwen Support: Mrs Farrugia

PREP TEACHING STAFF TARNEIT CAMPUS
Ms Simone Ms Collier Ms Hunyh Ms Nedinis Mrs Jellis

YEAR 1 / 2 TEACHERS AT DHPS CAMPUS
Ms Mantini Mrs Templeton Ms Gulliver Ms Lindsay Ms Kirkwood Mr Chan Mrs Durek Mrs Sheppard Mr Beggs

YEAR 1 / 2 TEACHERS AT TARNEIT PREP—9 CAMPUS
Mr Smith Ms O’Shannessy Ms Beale Ms Lamb Ms Demeca Mrs Walsh Ms Toffoloni Ms Dunlop Ms Laurie Ms De Pieri Ms Kelly

Mrs Brown Ms Spitaleri Mrs Bourke Ms Couper Mrs Brinsden

ESL STAFF
Mrs Fitzpatrick Mrs De Silva Mrs Geisler Mrs Pywell

OCC. THERAPIST
Ms Duff Mrs Todaro

SPEECH
Mrs Misfud Mrs Galea

Danielle Koinegg Social Worker
Mel Dobson Psychologist
Dear Parents / Guardians

It is hoped this booklet will provide you with relevant information about what happens when your child is part of the Early Years plus many practical ideas on how you can assist your child throughout the year. We aim for students to become increasingly independent and to begin developing strong study habits both at home and at school.

**EARLY YEARS INTEGRATED CURRICULUM PLAN 2013**

Curriculum provided at Baden Powell College follow a set of guidelines known as the Victorian Essential Learning Standards (VELS), which outline what is crucial for all students to learn from Prep to Year 10. The Standards work on five educational principles that underpin schooling for all students.

They are:

- **Learning for all:** the belief that all students can learn given sufficient time and support, and that good schools and good teaching make a positive difference.
- **Pursuit of excellence:** seeking to accomplish something noteworthy and admirable individually and collectively, and perform at their best.
- **Engagement and effort:** acknowledging that student ability is only one factor in achievement, and if students work hard and make an effort they improve.
- **Respect for evidence:** seeking understanding and truth through structured inquiry and the application of evidence to test and question beliefs.
- **Openness of mind:** being willing to consider a range of different views and consider different ways in which evidence is perceived and solutions can be reached.

VELS identify three core and interrelated strands for the Prep to Year 10 curriculum. Each strand has a number of domains which describe the essential knowledge, skills and behaviours students need to prepare for further education, work and life.

**THE VICTORIAN ESSENTIAL LEARNING STANDARDS**

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, Personal and Social Learning</td>
<td>Health and Physical Education</td>
<td>~Movement and physical activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~Health knowledge and promotion</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Development</td>
<td>~Building social relationships</td>
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<td></td>
<td></td>
<td>~Working in teams</td>
</tr>
<tr>
<td></td>
<td>Personal Learning</td>
<td>~The individual learner</td>
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<td></td>
<td></td>
<td>~Managing personal learning</td>
</tr>
<tr>
<td></td>
<td>Civics and Citizenship</td>
<td>~Civics knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~Community engagement</td>
</tr>
<tr>
<td>Discipline-based Learning</td>
<td>The Arts</td>
<td>~Creating and making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~Exploring and responding</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>~Reading</td>
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<tr>
<td></td>
<td></td>
<td>~Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~Speaking and listening</td>
</tr>
<tr>
<td></td>
<td>Humanities (Economics)</td>
<td>~Economics knowledge and understanding</td>
</tr>
</tbody>
</table>
Table 1: The structure of the essential learning Victorian Essential Learning Standards (VELS)

While it is recognised that student learning is a continuum from Years Prep to 10, and different students develop at different rates, they broadly progress through three stages of learning from:

**Prep – Year 4 Early Years Laying the Foundations**

In these years the curriculum focuses on developing the fundamental knowledge, skills and behaviours in literacy and numeracy and other areas including physical and social capacities which underpin all future learning. In Prep – 2, the curriculum content taught is at Levels 1 & 2. In Grades 3 & 4 the curriculum content taught is at Level 3 from VELS and it takes two years to complete. Every attempt is made to meet individual student needs when planning lessons. Our units of work are, where possible, integrated across the three strands – Physical, Personal and Social Learning; Discipline Based Learning and Interdisciplinary Learning and will include many of the domains including higher order thinking skills of Bloom’s Taxonomy, De Bono’s Six Thinking Hats, Rubrics and Gardener’s Multiple Intelligences.

**Years 5 – 9 Middle Years Building Breadth and Depth**

In these years students progress beyond the foundations and their literacy and numeracy becomes more developed. An expanded curriculum program provides the basis for in depth learning within all domains in the three learning strands.

**Years 10 – 12 Later Years Consolidating**

In these years students develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world.
They need to experience learning in work and community settings as well as the classroom. They are beginning to develop preferred areas for their learning.

“EARLY YEARS OF SCHOOLING”

Assists schools to plan for a strategic and comprehensive approach to early literacy achievement, focusing upon Reading, Writing, Speaking and Listening development P-4. The Victorian Early Years Literacy provides a framework of the elements of sound literacy practice. This ensures a thorough and consistent approach to students’ literacy achievement P - 4. The elements of the program are:

- A balanced classroom literacy program
- Additional assistance for those students who need it
- Parent Participation in their children’s education
- Professional development for teachers

The Victorian Early Years Literacy program enables us to develop a strategic and comprehensive approach to teaching literacy. The essential components of good literacy practice have been identified and are used to develop this comprehensive program. The Victorian Early Years Literacy has essential features of:

- a daily, focused two hour classroom literacy session
- strategically planned home/school liaison
- the provision of Early Years Literacy coordinators
- the need for a whole school commitment

Early Years Co-ordinators - Helen Baldock
- Cathy Sproal

“ATTENDANCE”

Regular attendance of students is compulsory. It is vital your child attends school every day and arrives on time. Regular attendance is essential to make sure learning is not disrupted. Regular learning provides building blocks for their future. Schools help children to develop important social skills, such as friendship building, teamwork, communication skills and a healthy self-esteem. We cannot teach your child if they are not at school.

However, children who are ill must be kept in the warmth and comfort of their home. The college does not have adequate facilities to cater for sick children. Children who are sick, injured or have an infectious disease should remain at home. It is requested a note explaining each absence must be sent to their class teacher when the child returns to school.

Your responsibility as a parent/caregiver is to:

Make sure your child:

- attends school on ALL school days
- is on time every day

Make sure you:

- provide the school with an explanation if your child is away
- contact the school if your child does not want to go to school
• arrange doctor and dentist appointments out of school hours
• arrange personal shopping trips with your son/daughter or birthday celebrations out of school hours
• do not allow your child to stay at home for minor reasons
• plan extended holidays during the term breaks

Students who stay away from school:

➔ miss the introduction of new work
➔ miss maths, reading and spelling assessments
➔ miss homework explanations and worksheets
➔ may lack confidence and feel embarrassed because they cannot do the work the class has been studying
➔ feel left out of class discussion when they have missed a special class activity and cannot do the associated work
➔ miss specialists lessons because these lessons only occur once a week and so art work is not completed, physical education skill work is not practised, library work is not completed or skill information is missed
➔ miss notices and newsletters
➔ miss celebrations such as class awards, excursions, school visitors, assemblies
➔ can find it difficult to break into established friendship groups and develop good friendships with their peers
➔ can develop a poor attitude towards school believing ‘I won’t miss much if I am not at school’
➔ fail to realise that the teachers and students miss them

It is also not okay to be late to school. Students who are late arriving affect the start of a school day in the following ways:

Latecomers:

➔ miss out on talking to their class teacher before school
➔ miss out on playing with their friends before school
➔ miss out on getting themselves organised
➔ can arrive at the classroom and find out their class has gone to a specialist lesson or another place in the school and do not know where to go
➔ miss out on roll marking, lunch orders being sent to the canteen, taking monies and notices to the office. Often these notices stay in their school bag for the day
➔ miss out on hearing what’s happening for the day
➔ are often unsure about what they have to do in the lesson
➔ find their learning becomes disjointed and difficult
➔ they distract other students when they arrive
➔ tend not to see being late as a problem

Did you know that when a student is late, teachers:

➔ have to find the time to spend one-on-one with the student to ‘catch them up’ with what they have missed
➔ need to repeat instructions, find materials and work sheets before late students can begin working
need to give late students extra attention so they know what has happened or what the class is doing
are taken away from their planned teaching of working with groups of other students from the class

The staff at Baden Powell College worry when students regularly miss school or arrive late. Please make every effort to have your child at school every day.

**Transition at Baden Powell College**

Baden Powell College has a dedicated Transition Program for all students - pre Prep to Year 9. This program is conducted during November. Over three weeks, preschoolers have the opportunity to attend three Transition visits to the Prep classes. These children get a taste for what school will look and feel like and get the opportunity to work within the learning spaces and meet some (possible) future teachers. In this way we hope to acclimatize these children and support them in a seamless transfer into school life.

Our transition program also promotes the seamless movement into the next phases of learning for students in years 2, 4 and 6. As these students move into Years 3, 5 and 7 (respectively) teachers support them in making them familiar with the processes and programs available.

All Year 6 students also take part in the State-wide Transition program held in December. Students enrolled at BPC (Tarneit campus), experience a day of learning activities, meet and greet other students and teachers and are treated to a special lunch.

Our Year 9 students participate in the various information evenings and State-wide Transition days offered by the colleges that these students seek to enter in Year 10.

**Parents are encouraged to support their children in the Transition Programs.**

### VALUES EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>Timeline</th>
<th>VALUE</th>
<th>Mini Themes</th>
<th>Nutshell statement / Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February</strong></td>
<td><strong>Relationships</strong></td>
<td>Cooperation, caring, sharing, understanding, consideration, friendship, support, loyalty, honesty, trust, fairness</td>
<td>To extend each child’s ability to form and maintain happy, stable relationships within the family, school and wider community. To care for self and others. To enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control and stand up for the rights of others.</td>
</tr>
<tr>
<td></td>
<td><strong>Fabulous Friendships Begin in February</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>March &amp; April</strong></td>
<td><strong>Respect</strong></td>
<td>courtesy, compassion, communication, good will</td>
<td>To treat others with consideration and regard and to respect another’s point of view. To develop manners and common courtesies as a means of becoming a socially acceptable person.</td>
</tr>
</tbody>
</table>
### VALUES EDUCATION PROGRAM (cont’d)

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>VALUE</th>
<th>Mini Themes</th>
<th>Nutshell statement / Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>Self Awareness</td>
<td>Mini Themes: confidence, resilience, self discipline, conflict resolution, anger management, affective listening, pride, doing your best, perseverance</td>
<td>To enhance and nurture the formation of a positive self image for each individual child-focusing on talents, strengths and attributes. To promote effective decision making techniques and strategies and seek alternative solutions when resolving conflicts. To seek peaceful and constructive solutions. To seek to accomplish by doing ones' best-trying hard and pursuing excellence.</td>
</tr>
<tr>
<td>June &amp; July</td>
<td>Feelings</td>
<td>Mini Themes: emotions, sensitivity, patience, self-esteem</td>
<td>To assist students in developing a better understanding and appreciation of their personal feelings and their feelings towards others.</td>
</tr>
<tr>
<td>August</td>
<td>Responsibility</td>
<td>Mini Themes: one’s own actions, contribute to society, harmony, supportive, reliability, commitment, integrity</td>
<td>To make students aware of their responsibilities and obligations to themselves and others in all settings – home, school and wider community and environment. To be accountable for one’s own actions.</td>
</tr>
<tr>
<td>September &amp; October</td>
<td>Tolerance</td>
<td>Mini Themes: acceptance, empathy, humility, compassion, inclusion, freedom, diversity</td>
<td>To encourage tolerance and understanding of individual differences through the awareness of cause and effect (ie physical, social, cultural and racial). To be aware of others and their cultures. To accept diversity within our democratic society. To be included and include others.</td>
</tr>
<tr>
<td>November</td>
<td>Honesty</td>
<td>Mini Themes: integrity, trustworthiness, truth, fairness</td>
<td>To be honest, sincere and seek the truth. To pursue and protect the common good where all people are treated fairly.</td>
</tr>
<tr>
<td>December</td>
<td>Values</td>
<td>Mini Themes: importance of self and others, revisit the values, identity, issues</td>
<td>To encourage regular opportunities for classroom discussion <em>(speaking and listening)</em> that enables the sharing of ideas, opinions, points of view about current issues.</td>
</tr>
</tbody>
</table>

Our college continually promotes and celebrates the important Values across the year.
PRINCIPLES
The Student Code of Conduct at Baden Powell College is guided by the following principles:
• All children have the right to be safe
• All children have the right to be treated with respect
• All children have the right to work and play in a secure environment without interference, intimidations, harassment, bullying or disruption
• All children are encouraged to be polite, courteous and well mannered
• Parents have a right to expect that their child will be educated in a secure environment where care, courtesy and respect for others are encouraged
• Parents have an obligation to support the school in its efforts to maintain a productive learning environment
• Teachers should expect to be able to teach in an atmosphere of order and cooperation
• Principals and staff will fairly, reasonably and consistently implement the Student Code of Conduct

SCHOOL RULES
There are five basic school rules:
• Move and play safely
• Care for yourself, others and property
• Resolve problems calmly, sensibly and fairly
• Respect others through your speech and manners
• Work to the best of your ability and allow others to do the same

RIGHTS AND RESPONSIBILITIES
A set of rights and responsibilities outlining acceptable and unacceptable behaviour is necessary in order for Baden Powell College to meet its educational and social goals.

<table>
<thead>
<tr>
<th>Students have the following rights</th>
<th>Students have the following responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The right to feel safe at school</td>
<td>To learn and obey all school rules</td>
</tr>
<tr>
<td>The right to learn without interference from others</td>
<td>To attend class prepared to learn and not interfere with the learning of others</td>
</tr>
<tr>
<td>The right to be treated with respect and in a fair and equitable manner free from harassment</td>
<td>To treat others with respect and resolve differences through discussion and compromise and not conflict</td>
</tr>
<tr>
<td>The right to expect your property to be safe</td>
<td>You have a responsibility to take care of your own and other’s property</td>
</tr>
</tbody>
</table>

Implementation of the Student Code of Practice
• All students will receive a copy of the Student Code of Practice for reference
• At the beginning of each school year, teachers will establish a set of classroom rules and expectations for their own classes that are consistent with the school rules
• School and class rules/expectations will be displayed prominently around the school
• A set of consequences will be used to implement a consistent approach to those who choose to disobey school or class rules / expectations
• Bullying is seen as a serious breach of the Student Code of Conduct and will not be tolerated in any form
• Students will be made aware of the provisions of the Racial & Religious Tolerance Act 2001, which makes it unlawful for students to vilify other students on the grounds of race or religion.
EARLY YEARS INFORMATION BOOKLET 2013

STUDENT MANAGEMENT STRATEGIES IN THE CLASSROOM

Early Years: All Early Years classrooms have a common and consistent approach to student management.

Guidelines:

- Each Early Years grade will establish a collaborative list of **appropriate** behaviours and rewards and **inappropriate** behaviours and consequences by the end of week 3 in term 1.
- These will be shared and discussed at a team meeting ensuring consistency, especially when including the Principal class eg ‘bullying’.
- A copy of these will be given to the Principal class.
- When necessary and appropriate, the teacher and students may revisit the grade expectations to discuss and review.

Classroom behaviours deemed inappropriate:

The following inappropriate behaviours **should be included** in the Early years “grade list” with appropriate and consistent consequences. These are also appropriate to grade and team excursions, camps and incursions where the students of Baden Powell College are representing the school.

- swearing
- repeatedly late to class
- name calling
- graffiti
- bullying
- chewing gum
- “put downs”
- continued calling out
- disrupting the rights of parents to support the school
- ‘answering back’ teachers, being disrespectful towards teachers etc.

*Classroom behaviours where the Principal Class must be notified immediately are:*

**BULLYING**  **FIGHTING**  **SWEARING**  **STEALING**

**WILFUL PROPERTY DAMAGE / GRAFFITI**

**3 Chances System:**

- Junior School Teachers implement a 3 chances system
- Following the third recorded chance the student will be sent to the Principal Class
- Parents of any student receiving 9 Time Out sessions will be notified

Parents will be notified in the Student Diary of any misdemeanours that are deemed necessary to inform parents.

The Early Years teachers and staff are very focussed on creating a “Friendly School Environment”. Each student is given the opportunity to describe their day so far, after each recess and lunch break. This enables teachers to listen and attend to any problems that have arisen and to monitor any ongoing bullying, friendship patterns and playground happenings.
NB: Early Years teachers, after discussions with the Principal Class may wish to organise a ‘Behavioural Management Plan’ (BMP) using the ‘Behavioural Meeting Note’ which includes the Assistant Principal (Welfare) where goals and strategies will be discussed, planned, implemented and reviewed. The Principal Class may also wish to implement a BMP depending on the number and/or severity of incidents.

Grade Based Reward System: Developed and implemented by individual grades, e.g. stickers, raffle tickets and Lucky dips

THE FOCUS FOR 2013

PREPS

Preps will be participating in ‘Investigations’ throughout the year. This is a total approach to teaching and learning which combines the need for children to be active participants in their learning (through hands on and creative exploration and investigation) which sits alongside formal instruction. This engages children in exciting, personalised and authentic learning experiences that reflect the particular needs, interests and strengths of the individual child. It ensures a greater level of engagement for all students and helps to increase oral language for all children regardless of their linguistic background and integrate rich literacy and numeracy into all learning experiences (Walker 2009).

There is explicit teaching and development of, not only literacy and numeracy skills and knowledge, but also the range of vital social, emotional and life skills. Tuning in and reflection time are provided to allow children to springboard into the formalized learning for the day. Children will have the opportunity to be a focus child, reporter and photographer on a regular basis as they use their own interests to develop a range of key aspects of thinking and lifelong learning skills, developing an eagerness for school and learning. For example, using thinking skills such as reasoning and problem solving, oral language, mathematical understandings and experiences, literacy, self-regulation and self-expression, self-initiation and decision-making, responsibility, questioning, reflecting and resilience. The nature of the experiences promotes creativity, imagination and scope for children to invent and create, avoiding cloned art work and work sheets. Through investigations children develop a balance between engagement in authentic interests and linking these interests back into the explicit and formal teaching in all areas of curriculum.

Baden Powell P-9 College

UNITS OF WORK 2013 Tarneit

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<thead>
<tr>
<th></th>
<th>T Prep</th>
<th>T 1 / 2</th>
<th>T 3 / 4</th>
<th>T 5 / 6</th>
<th>Year 7</th>
<th>T 9</th>
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<tbody>
<tr>
<td></td>
<td>*Fabulous Friendships begin in February</td>
<td>*Fabulous Friendships begin in February</td>
<td>*Fabulous Friendships begin in February</td>
<td>*Fabulous Friendships begin in February</td>
<td>Semester One: *Fabulous Friendships begin in February</td>
<td>*Fabulous Friendships begin in February</td>
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<td></td>
<td>*Me at School</td>
<td>*Sustainability</td>
<td>*Hands on Science</td>
<td>*Sustainability</td>
<td>*History (Ancient Civilisations)</td>
<td>*What’s the Story? (History)</td>
</tr>
<tr>
<td></td>
<td>*Food, Glorious Food</td>
<td>*Earth in a Spin</td>
<td>*Clear the Way for our Waterways</td>
<td>*Clear the Way for our Waterways</td>
<td>*Footprints (economic principles in relation to sustainable practices)</td>
<td>*Footprints (economic principles in relation to sustainable practices)</td>
</tr>
<tr>
<td></td>
<td>*Animals</td>
<td>*Australians: Who are We?</td>
<td>*Inventors and Inventions</td>
<td>*Inventors and Inventions</td>
<td>Semester Two: *Mind and Body</td>
<td>*Be Real</td>
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<td></td>
<td>*Fantasy, Fairy</td>
<td>*Myths and</td>
<td>*Money,</td>
<td>*Money,</td>
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</table>

INVESTIGATIONS

Preps will be participating in ‘Investigations’ throughout the year. This is a total approach to teaching and learning which
combines the need for children to be active participants in their learning (through hands on and creative exploration and investigation) which sits alongside formal instruction. There is explicit teaching and development of, not only literacy and numeracy skills and knowledge, but also the range of vital social, emotional and life skills.

<table>
<thead>
<tr>
<th>Tales and Morales behind the fairy tales</th>
<th>Legends</th>
<th>Money, Money</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Celebrations</em></td>
<td><em>Celebrations</em></td>
<td><em>Masters of Disasters</em></td>
<td>Semester One:</td>
</tr>
<tr>
<td><em>Water Safety</em></td>
<td><em>Summer Safety</em></td>
<td><em>Celebrations</em></td>
<td><em>Fabulous Friendships begin in February (My Identity)</em></td>
</tr>
<tr>
<td><em>Celebrations</em></td>
<td></td>
<td><em>Valediction and Christmas</em></td>
<td><em>Trade Fair (Civic and Citizenship)</em></td>
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<td>Semester Two:</td>
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<td><em>Sustainability (Trade Fair)</em></td>
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Baden Powell P-9 College
UNITS OF WORK 2013 Derrimut Heath

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<tr>
<th>DH PREP</th>
<th>DH 1 / 2</th>
<th>DH 3 / 4</th>
<th>DH 5 /6</th>
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</thead>
<tbody>
<tr>
<td><em>Fabulous Friendships begin in February</em></td>
<td><em>Fabulous Friendships begin in February</em></td>
<td><em>Fabulous Friendships begin in February</em></td>
<td><em>Fabulous Friendships begin in February</em></td>
</tr>
<tr>
<td><em>Me at School</em></td>
<td><em>Me at School</em></td>
<td><em>Hands On Science</em></td>
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<table>
<thead>
<tr>
<th>INVESTIGATIONS</th>
<th>Dh 1 / 2</th>
<th>Dh 3 / 4</th>
<th>Dh 5 /6</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Day and Night</em></td>
<td><em>Myths and Legends</em></td>
<td><em>Inventors and Inventions</em></td>
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<tr>
<td><em>Light and Sound</em></td>
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<tr>
<td><em>Tinkering</em></td>
<td><em>Media/ Performance</em></td>
<td><em>Clear the Way for our Waterways</em></td>
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<tr>
<td><em>Our Bodies</em></td>
<td><em>Simple Machines</em></td>
<td><em>Money, Money, Money</em></td>
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<tr>
<td><em>Water Safety</em></td>
<td><em>Celebrations</em></td>
<td><em>Masters of Disasters</em></td>
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<tr>
<td><em>Celebrations</em></td>
<td></td>
<td><em>Valediction and Christmas</em></td>
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</table>
ENGLISH

Classrooms in the Early Years level devote 2 hours daily to teaching and developing Literacy skills. The students spend an hour on Reading tasks and another hour on Writing tasks. Where possible these tasks are related to the unit topic being developed or current discussion/interest topics.

In the Early Years grades, the English program aims to develop and strengthen each child’s literacy skills. Activities are designed to provide each child with the opportunity to:

- Use spoken language appropriately and in a confident manner
- Use spoken language to interact successfully with others and to communicate ideas and opinions
- Read and respond to short texts, with an understanding of how texts are constructed and that they represent real and imaginary experiences
- Learn and use a range of reading strategies when reading
- Read ‘Just Right Books’ which are chosen by the child and are at their own reading level
- Produce short pieces of writing which make sense and can be read and understood by others
- Write in a legible style
- Write for different purposes and audiences
- Get a basic understanding of the English language and how it works
- Speak, listen, read and write with enjoyment, purpose, effect and confidence in a wide range of context.
- The English program is based upon the Early Years of Schooling Model and is taught as a two hour literacy block. (In the 3-4 area it is not always possible to have two hour blocks each day of the week due to timetabling issues, and in this case literacy activities may be spread out to slightly different times of the day). The development of each child’s speaking and listening ability is integrated within the reading and writing sessions of each literacy block. The literacy block provides an organised framework through which the English aims can be met. It also provides children with the opportunity to:
  - work in whole class, small group and teaching groups
  - participate in needs-based learning activities
  - engage in reading and writing on a regular basis
  - share and celebrate their learning experiences with the class.

Parents can also become actively involved in our literacy block after completing the Classroom Helpers course. Once this course has been undertaken, parents can offer their assistance and support in the classroom during the two hour Literacy Block.

During Literacy in Grades 3 & 4 this year, the focus will be on various text types of recounts and persuasive texts, narratives, scripts, explanations and procedural text. There is also a strong commitment to further develop a variety of strategies to spell unfamiliar words and high frequency words correctly. The students will also study tenses and grammatical usage such as nouns, verbs and adjectives plus reinforcing editing skills of using correct punctuation and self-correction of spelling errors. Through the year a major focus on writing – the purpose of, development and planning of a story, the content and editing procedures is undertaken. Spelling and Handwriting will be included. Correct formation of the Victorian Cursive Script is expected for students to obtain their pen license. Neat bookwork is expected and will be recognised and celebrated.
We encourage students to read widely and borrow books that suit their needs. Take home books should be easy to read, which means 95-100% accuracy. This is to develop:

- phrasing,
- build confidence,
- practise skills taught in the classroom,
- comprehension of the story
- to encourage reading for enjoyment and relaxation.

Library books are not monitored for difficulty, as these books are chosen by the individual child because of interest rather than skill level. Students should be reading each night and borrow regularly from the library. They are expected to complete their reading log in their diaries each night and have it signed. Reading magazines, newspapers, novels, comics, poetry, jokes or instruction manuals, will provide the students with a wide range of reading materials. Reading in the Middle School also includes you, the parent, sharing your child’s reading. You can do this through

- sharing a picture story
- sharing a novel
- sharing a non-fiction book and
- sharing the ‘take-home’ book.

Sharing means you can read some of the book to your child and then he/she reads some to you. It can be a page, a couple of pages, or a chapter. It can also mean talking about the book, too.

Another component of the English strand is Speaking and Listening. Throughout the year the students will be provided ample opportunities to speak in front of different audiences with different purposes and be required to listen carefully.

CLASSROOM LIBRARIES

Each Learning Space the children are in have a classroom library provided for them. The set up of Classroom Libraries offers our students the opportunities to consistently read books of their choice and interest, in comfortable environments set up by them and their teachers. It promotes the skill of independent reading and it is noticeable across the College just how many more students pick up a book to read for their own enjoyment, in class time, recess times and before school.

BRIDGES

Bridges is a program run to support the Early Years Literacy Program. It assists students in Years 2 - 4, who require assistance in literacy. The program runs for 30 lessons and is usually run in a small group situation over a period of 10 weeks. It also caters for some students to receive 1 – 1 tutoring. The students receive assistance in reading, spelling and writing. The wonderful parent helpers and staff members are a vital part of this program. Their continual support will help ensure that students who complete this program will return to the classroom with a renewed sense of achievement in Literacy.

READING RECOVERY

Reading Recovery is a program aimed to assist children who require assistance in literacy after their first year at school. This information is obtained from the School Based Assessments involving an Observation Survey done in the first 2 – 5 weeks of Term 1. It runs for 15 – 20 weeks, with a daily ½ hour lesson. The lessons focus on reading, writing and word knowledge. It is taught by a specially trained Reading Recovery teacher. Each night specific reading and writing activities are required to be completed to support the child’s lesson the following day.
Handwriting is an important skill in the 3/4 area because the year 3’s learn how to join letters and students get a pen licence. We do not expect students to know how to join letters in the beginning as this is taught in Year 3 and revised in Year 4 and many who come into Year 3 joining letters are not doing so correctly. When students in Year 3 can join letters correctly and are also using correct size, stress and grip, spacing, slope and shape with a fair degree of neatness and sit correctly, they will receive their “P” pen licence which shows they are on their way to developing their own personal style. In Year 4 students start again with pencil because the standards for a full pen licence are higher than for a “P” pen licence. We are still looking for correct size, spacing, slope, stress and grip, sitting and shape with improved neatness and more confidence in the joining of letters or stitches (the joins).

This must be evident in all of the student’s books and not just handwriting, although that may be the neatest and be consistently well presented. When a student has a pen licence it is expected that the standard will be maintained and hopefully improved over time and the writing will be joined most of the time except for headings and labels. A pen licence can be taken away from a student due to consistent lack of effort towards their writing and after a warning is given and it will then need to be re-earned. In Year 3&4 our aim is to give students a good basis to develop their personal style in Year 5 and 6.

MATHEMATICS P-4
“EARLY YEARS NUMERACY”

The Early Years Numeracy Program is a strategic and comprehensive approach to planning and implementing early mathematics teaching and learning from Prep to Year 4. The program is based on the recognition that all children can succeed in mathematics given sufficient time and support, and that by the end of this critical stage of schooling, students will be competent and confident in their early mathematical learning.

Elements of the Early Years Numeracy Program are:

- A one hour daily structured classroom program, including a range of teaching approaches for focused teaching
- Strategies for providing additional assistance to those students who require it
- Parent training courses to involve parents in their children’s mathematics education and improve communication and participation in Numeracy
- Ongoing professional development for teachers

MATHEMATICS

Maths involves working in the domains of Number, Measurement, Chance and Data, Space and Working Mathematically. Within the Early Years maths is related to everyday life, using familiar materials and experiences.

Students are provided with opportunities to use concrete materials to develop basic understandings of mathematical concepts, before extending students to work towards independently solving mathematical problems using a variety of strategies.

Individual student numeracy interviews are conducted as part of the school based testing program to gain an insight and understanding of each child’s abilities in mathematics. The information gained from this is invaluable to teachers as they plan the mathematical curriculum for their students.
**Years Prep to 4 – Laying the foundations**

During these years students develop fundamental knowledge of number, space, measurement and the foundations of the development and use of logical and systematic mathematical processes.

Early in this stage, mathematical activities centre on play and the manipulation of physical objects in settings that support engagement and behavioural and social development. Cognitive development of strong mathematical concepts is supported by the use of social and environmental contexts – students are encouraged to describe and discuss their immediate environment and daily activities using the terms and constructs of elementary mathematics. By sharing and interacting with others, students’ existing knowledge and concepts are further developed; and opportunities arise for challenging false notions such as that a six is harder to roll on a die than another number.

Early in this stage, students sort, count and compare concrete objects, and draw, arrange and manipulate simple shapes and objects. They use and describe basic measurement concepts related to themselves or familiar objects.

Later in this stage, students begin to recognise the structure of number and develop cognitive understanding of number as an object in its own right, and extend their number knowledge and representation of mathematical processes beyond their immediate environment. They can recognise and work with simple patterns in number and space and recognise the use of mathematics in daily life.

**YEAR 3 & 4**

The Mathematics program planned and provided for our Yr 3 & 4 students is made up of the math strands:

- **Number** - up to 6 digit numbers - which includes counting, ordering, comparing, interpreting, estimating and recording, place value, decimals and simple common fractions, recognizing and extending number patterns and using the four processes: addition, subtraction, multiplication and division. Developing mental strategies using multiplication tables and simple addition and subtraction facts to 20 are included.

- **Measurement, Chance & Data** - using formal (cm, m, km, gm, ml, l) and informal units (using blocks, cups etc) to measure, order and compare length, angle, area, volume, capacity and mass, and tell the time using an analogue and digital clock and make and use simple timetables. In Chance and Data they recognise and quantitatively describe the variability of outcomes and develop language to describe everyday chance events.

- **Space** - using conventional language to describe and compare shapes and objects in the world around them, produce drawings and models of geometric shapes, match prisms and pyramids with their nets, understand tessellations, symmetry, transformation and congruency. Be able to visualize, follow and give descriptions of locations and paths using directional language, read, interpret and make maps of familiar locations.

- **Working Mathematically** - use different tools, number systems, games and puzzles to extend their use of mathematical terms and notations, increase their ability to use strategies for inquiry to obtain answers to a range of mathematical questions from everyday situations. Generate and investigate their own questions and check the reasonableness of calculations, estimates, measurements and choices of mathematical procedures. Use calculators and appropriate instruments for measuring physical quantities.

**Structure** - The Structure dimension focuses on developing students’ understanding of set, logic, function and algebra, found in each of the dimensions of Mathematics.
All these strands are taught in a way that is meaningful to children and will help them solve problems in their everyday life. Children will encounter many examples of problems to be solved, and are given tasks aimed at their level, which in the Early Years classes can range from Level 1 to Level 4 of VELS. Children are provided with and encouraged to use resources and materials to assist them develop understandings of mathematics. Support at home in cooking, gardening, building, shopping etc, provide the children with opportunities to measure (liquids and solids), weigh, estimate and use money.

**Mathematics covers a wide range of understandings and many are able to be taught in an interesting and fun way using games, puzzles or through integrated units linking with other areas of the curriculum.**

**NUMERACY INTERVENTION PROGRAMS**

**EXTENDING MATHEMATICAL UNDERSTANDING (EMU) PROGRAM**

Teachers use School Based Assessment results to help identify students who may need extra assistance in Maths.

The EMU program targets students in grade one. Students identified as requiring additional assistance are tested using the EMU interview. Students are then prioritised and begin to work in small groups with the college specialist trained EMU teachers. (Leonie Riches and Kylie Clark at Tarneit and Debra Dodd at Derrimut Heath) Students spend a half hour everyday for up to 20 weeks on the EMU program.

**GETTING READY IN NUMERACY (GRIN)**

GRIN was introduced in 2011 and trialled at the Tarneit Campus. It will be continued in 2013. GRIN targets students in Year 3 identified as needing additional assistance. The GRIN tutor will work closely with the Year 3 / 4 teachers to focus specifically on what Maths content will be taught in class maths lessons. The students will work with the GRIN Tutor in small groups on the maths, closely linked to topics in the class maths program.

Parents of students identified at risk in Numeracy will be notified by the class teacher and a meeting set up to implement an Individual Learning Plan. The Individual Learning Plan sets out how best to provide additional assistance for your child at school and at home. **Children need meaningful understandings of Mathematics so that they can confidently apply maths knowledge to new situations they will encounter at school and in their everyday lives.**

**CIVICS AND CITIZENSHIP**

Students begin to develop a sense of belonging to the school community and the groups they belong to. They are introduced to the idea of the classroom being a community and they learn about respect and concern for others and being fair. They begin to appreciate the similarities and differences of groups which make up the Australian nation. They learn about classroom rules and why they are needed. They begin to compare classroom and family rules and other rules that they know about such as those for games and sport. Students begin to question rules which they believe are unfair, and make suggestions about improving the rules within the community. Students explore their responsibilities and rights and those of others in familiar contexts such as the family, the classroom, the school playground and local recreation areas.

Students learn about and celebrate special cultural, local, community and national days; for example, anti-litter lunch, recycling, Values program, whole school cultural days. They explore the purpose and benefits of school, community and national events. Students investigate the ways individuals, families, groups and communities can work to improve their environment.

In Years 3 & 4, through practising a Civics and Citizenship Program, the students are provided with the opportunity to develop knowledge, skills and values which enable the students to participate as active and
informed citizens and to expand the student’s knowledge of their society and other societies and their relationship with local and global environments.

The “Value of the Month” has been successful in highlighting aspects of everyday life such as courtesy, cooperation and conflict resolution. Each week focused lessons and discussions are conducted to support the Value of the Month.

**HUMANITIES**

Students use their own experiences to learn about the World around them. They investigate and learn about their family and local community and its history. Students investigate how things change with time. Students learn about the cultures and histories that have contributed to Australian society and by seeing and hearing about other places outside their experience they begin to consider how and why other times and places are different from their own. They begin to grasp the role and importance of the various cultural groups that make up the Australian community.

In P-2 students identify the geography of their familiar immediate environments of home and school extending to their local community. They learn to read maps locating information relevant to themselves. They learn to give and follow simple directions, and describe location relative to other people and places using everyday spatial terms such as front/back, up/down, right/left, near/far, above/below. They draw simple pictorial maps of familiar environments.

Students explore how and why natural factors such as the weather and seasons impact on their lives. Students engage in activities that will develop their awareness of environmental issues and how to manage them eg saving water and energy, caring for the space around our classrooms. They begin to understand how local resources are used to make products which meet local people's needs and the needs of people in other places.

In Year 3/4, the students will look at forms of the mass media, and how the mass media impacts on us. They will experience and celebrate different cultures through the LOTE program and reflect on the role of different cultures within Australia.

**SCIENCE**

Throughout the year, students recognise that science is part of their everyday lives. Students engage in Science activities that provide experiences through cooperative and investigative learning situations of natural and manufactured materials. Through the students’ observations, experimentation and active participation in real life experiences, the science activities will enable students to predict, explore, observe, compare, test predictions and make conclusions while using and developing scientific language. Students use their senses to describe criteria based on size, shape, colour and weight. They become aware of and practise safe procedures in these activities.

In Year 3 & 4, the students are introduced to the concept that change and movement happens due to the effect of forces. They will learn about the scientific concept of ‘work’ – moving a load in some way. They will look at the basic simple machines: an inclined plane, wedge, screw, lever, wheel and axle, and pulley, and identify what the load is, what work is being done to the load, and what force is making this happen. They will investigate light and some of its properties.

**DESIGN CREATIVITY AND TECHNOLOGY**

In the Early Years students are actively involved in hands on, practical Technology activities that provide them with opportunities to work on both group and independent tasks. These activities are planned to support and enhance the term's unit of work, giving students the chance to explore all aspects and areas of the topic.
Students explore materials such as cardboard, wood and paper and examine their characteristics, for example, the roughness or flexibility. Students investigate what products and systems can do. They make judgements about the suitability of some of these materials for various objects and learn that materials can be recycled and reused to make new products. Students manipulate materials to foster development of design and technical skills. Students learn and use correct vocabulary for materials, their properties and processes. Students familiarise themselves with design brief processes of investigating, devising, producing and evaluating. They represent designs using simple pictures and models and begin to respond to open ended design tasks. They select the materials and processes to achieve their design, then use correct terminology to evaluate the product. Students learn to use tools safely.

The materials used in our Year 3 & 4 technology studies vary from Lego tasks to simple paper folding, always focusing on identifying the problem and working towards a solution. The aim is for children to relate ‘solving a problem’ to their real lives. Models – including those of simple machines - and dioramas, experiments, speeches, photography and research will be some of the skills that the children will be employing to show their understanding of the units studied.

THINKING

The Early Years promotes and encourages students to have inquiring minds. To be enthusiastic interested learners who are excited and interested in the world around them. Who seek answers to their thoughts and questions and develop the processes to sort, clarify and find solutions. Different learning styles are identified and catered for in the curriculum. Students are provided with opportunities to use their senses to observe and explore familiar contexts, local community and environment. They are supported and encouraged to wonder and question. Students look for patterns and begin to develop simple explanations for their observations. They begin to use evidence and reasons to support their explanations. Skills such as ordering and classifying ideas, describing and comparing classifications are practised. Students learn to consider other people’s explanations. Students use a range of simple thinking tools to gather and process information, eg: concept maps, ‘Y’ charts, Venn diagrams.

In Year 3 & 4, the students will be provided with learning that incorporates open-ended problem solving activities and design briefs which present them with new learning experiences where development of thinking skills takes precedence over content or knowledge. Open-ended problems do not restrict the solutions generated by the children. They are given with the understanding that there will be many possible solutions to the problem or design brief.

HEALTH AND PHYSICAL EDUCATION

HEALTH

The Health curriculum is designed to develop an understanding of the factors that impact on the health and safety of individuals, families, groups and communities. It aims to promote an understanding of change to physical, emotional and social development across life spans and to develop knowledge and skills to promote health and wellbeing. Students begin their learning through their own experiences at home and school. As they grow they become more skilled at observing what makes familiar environments safe or unsafe and healthy or unhealthy. Students learn about making appropriate choices that affect their health and physical activity. They participate in the Values program that promotes feelings of self worth in themselves and others.
**PHYSICAL EDUCATION**

**FITNESS** **GAMES** **SAFETY** **BALL SKILLS**

**DANCE**

**GYMNASTICS** **PERSONAL DEVELOPMENT** **SWIMMING AND ATHLETICS**

**FUNDAMENTAL MOTOR SKILLS**

Physical Education educates students in, about and through movement. Movement involves students taking part in a wide range of physical activities, including gymnastics, dance, swimming, ball skills, games, athletics and sport education, where these skills are introduced, developed and extended throughout the students schooling.

Our aim at Baden Powell College is not only to expose children to a wide variety of sporting activities, but also to make participation in sport an enjoyable experience. Enjoyment, self-satisfaction and confidence building play are a major part in Physical Education, as children need to achieve satisfaction in order to encourage them to become self-motivated towards fitness, sport and physical activities.

Below is a summary of the Physical Education (PE) and Sport offered at Baden Powell College.

**PHYSICAL EDUCATION**

Students have regular physical activity/fitness with their class as well as Specialist PE once a week. A foundation of skills are introduced in the junior school and developed and extended to more complex situations in the middle and senior school. Areas include Gymnastics, Ball Skills, Dance, Athletics (Middle and Senior School), Minor and Major Games (Middle and Senior School), Swimming (Optional) and Fitness.

**Suitable Clothing for Physical Education**

It is important that students are dressed appropriately for PE and Sport. We encourage students to wear ‘runners’ to PE lessons for safety, comfort and ease of movement. Please note that ‘skate shoes’ are not appropriate, as due to the loose fitting style they are hard to run in and can cause sprains and strains on the ankle.

**INTERSCHOOL SPORT – PRIMARY SCHOOL**

<table>
<thead>
<tr>
<th>Sport and year levels</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>Swimming Carnival</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 3 - 6</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Athletics</td>
<td>Inter house Athletics Carnival</td>
<td>District Athletics Carnival</td>
<td>Zone and State Championships</td>
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<tr>
<td>Grades 3 - 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
<td>Interschool competition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 3 - 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other sports:</td>
<td>Cottee’s 5 a side soccer – grade 3/4 only</td>
<td>Hoop time basketball?</td>
<td>Hoop time basketball?</td>
<td>Kanga Cricket (grade 5/6 only)</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 a side soccer(3/4 only)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rugby</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kanga Cricket</td>
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</tbody>
</table>

**NB:** Junior School Students (Grade 1/2) may be involved in the Athletics and Swimming carnivals if they are of outstanding ability.
Baden Powell College is affiliated with School Sport Victoria (SSV) and this year the Primary section have joined a new district – Truganina District together with Truganina South P.S, Bellbridge P. S., Tarneit P- 9, St James, Al Taqwa and Bethany. We are no longer in Hoppers Crossing district.

Developing the skills and enthusiasm for physical activity and sport at a young age is the key to promoting lifelong participation and it is hoped though our Physical Education and Sports programs we are providing our children with the foundation to achieve this. If the school and community can work together to deliver enjoyable programs we can encourage young people to embrace physical activity and sport and to lead a healthy lifestyle.

If your child is interested in joining any out of school sporting club, please contact the PE office of details. (Ms. Jennings, Mr. Fugazzotto, Mr. Zammit, Mr Dean or Mr Rhodes). We will only be too happy to help you.

Lorraine Jennings - Leader / Convenor P. E. / Sport

THE ARTS

PERFORMING ARTS
Through a combination of music, drama and dance/movement, students at Baden Powell College:

- Develop their intellectual, imaginative and expressive potential
- Develop performing arts skills, techniques and knowledge
- Create, perform and present performing arts works
- Develop critical skills
- Develop an understanding of where performing arts fit into our lives
- Enjoy participating in arts activities.

Students engage in singing, playing instruments dance and drama activities. Baden Powell College has a strong tradition in the Performing Arts. The children have the chance to perform to a variety of audiences. Assemblies give grade groups a chance to perform for the rest of the school and attending parents. Small presentations often take place within the classroom and performing arts lessons. A major production occurs each year that supports the classroom curriculum.

Through all this wonderful singing, listening, playing, moving and creating, the Performing Arts program enriches and supports the integrated units of work being followed in classrooms.

VISUAL ARTS
Visual Arts encompasses the seven studios of art: Printing, Drawing, Painting, and Collage, Construction, Modelling and Textiles. The Arts Room environment encourages interaction between students. It is an environment where students can take risks and explore their feelings and understandings of the world. It is an area of education where the artistic and cognitive realms of the brain work together.

With each studio of art explored and experienced, students create, make, explore and respond to Art. Students experiment with a variety of tools, media, skills and ideas to develop maximum artistic potential. Through the process of creating art works, students are shown how to reflect on their work and the work of their peers and professional artists. Technique, media and tool-use suggestions are made in order to further develop and refine pieces of artwork.

Students need to bring an art smock from home for all sessions. Teachers keep a tub for these and art smocks stay at school. Please make sure they are marked clearly with your child’s name. (Even an oversized shirt or T-shirt will do).

Debra Bennett and the Arts Team
EARLY YEARS INFORMATION BOOKLET 2013

L.O.T.E

The Languages Other Than English (L.O.T.E) program at Baden Powell College forms part of the Literacy curriculum. Research has shown that students learning a language other than English improve in their understanding and learning of English as well. Besides this, there are many other good reasons why schools have a commitment to and desire to teach their children another language e.g. developing an understanding, appreciation and tolerance of other cultures.

ITALIAN

Children from Prep to Year Eight will be exposed to the Italian language for at least 45 minutes per week. They also will continue to experience and celebrate aspects of the Italian culture.

In the Early Years, children will be exposed to the Italian language through lessons provided by their classroom teachers incorporating Italian into aspects of their overall learning through such programs as the "Phrase of the Week".

STRANDS

LOTE is structured in a similar way to English, so there are four key strands of Listening, Speaking, Reading and Writing

Some of the activities that would be included within such strands are:

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>SPEAKING</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Songs, chants, rhymes and raps.</td>
<td>- Songs, chants, stories, rhymes and raps.</td>
<td>- Stories (in Italian or Italian and English)</td>
<td>- learning the alphabet and its sounds</td>
</tr>
<tr>
<td>- Audio and visual resources.</td>
<td>- games</td>
<td>- Big books and charts, songs, lists.</td>
<td>- writing phrases</td>
</tr>
<tr>
<td>- Listening posts.</td>
<td>- conversations</td>
<td>- Labels around the classroom.</td>
<td>sentences letters</td>
</tr>
<tr>
<td>- Some classroom directions given in Italian.</td>
<td>- Quizzes</td>
<td>- Multimedia and use of the internet.</td>
<td>- copying/ tracing</td>
</tr>
<tr>
<td>- Use of multimedia and internet resources.</td>
<td>- plays or readers theatre.</td>
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</tr>
</tbody>
</table>

LIBRARY

The Library Program aims to foster and develop life long learning skills. The Program has two major components:

- Information Literacy or Authentic Research
- Literature

The Information Literacy Process focuses on the Student.

Students:
- Build a question
- Find and sort information
- Read and understand
- Think and create
- Summarise, conclude, make decisions
- Communicate findings
- Reflect on the process and product

This is achieved through an information rich environment.
**Literature Program** focuses on the enjoyment of experiencing Literature. A wide variety of genres are presented to the children with the ultimate aim of increasing their knowledge of authors and illustrators and developing an appreciation of a variety of literary styles.

The Library also facilitates the Independent Borrowers Program. Independent Readers are able to access the Library during school hours to select material for personal borrowing. Students are issued with an ID card which they must bring to the library for any independent borrowing.

Independent Readers are children who are able to “self select” material suited to their level of maturity and reading ability.

The Library is open every morning before school selected Lunchtimes at both campuses.

Another aspect of the Library’s promotion of life long reading and learning interests is through Book Club. The school receives a small commission from most sales made through a “Bonus Points” system. Most of the Bonus points are used to purchase more material for the Library and the children’s use.

*Maree Carabott and the IRC team*

**INFORMATION COMMUNICATION TECHNOLOGY**

Baden Powell College is highly committed to the provision of quality facilities that enhance student learning and provide them with an abundance of opportunities to excel in preparation for the ever changing future ahead. The future of our students will undoubtedly be dominated by technology and as such we see this as our complete responsibility to ensure they have continual access to technology in education.

All students have the right to learn with and through technology as an important and powerful learning tool. Our classrooms, programs and facilities are all equipped with the most essential technological tools we can provide. Our School Strategic Plan also reflects our commitment and needs for technology, with ICT embedded across the Key Priorities and goals of our school.

Baden Powell College provides all students with the opportunities to use computers, software and peripherals within the curriculum. Students develop essential skills such as collaboration, communication, problem solving and creating/presenting multimedia productions.

Students are given every opportunity to use ICT within their classroom, in the Information Resource Centre and through mobile technology (both campuses). All of our ICT resources are used to support the literacy/numeracy programs and our units of work. Our students also have access to important classroom resources including an Interactive Whiteboard, digital cameras, iPods, scanners, networked black/white and colour laser printers as well as the capacity to use video-conferencing with students in other classrooms.

Through the use of ICT within the curriculum, students will develop ICT skills in:

- Word Processing
- Desktop Publishing
- e-mail
- Internet
- Using a digital camera and editing images
- Video-conferencing
- Sound editing
- Mind Mapping and Concept Mapping
- Multimedia Presentations
- Graphics
- Spreadsheets/Graphs
- Data logging
- Video capture and movie editing
- Scanning
- Interactive Multimedia
- Animation (including Claymation)
As students’ skill level in using ICT can vary considerably at any age according to their level of experience with ICT, and individual differences in learning, we encourage students to use ICT at their own pace and level of expertise at all times whilst also modelling additional skills to extend them further. For example, a student at Level 2 may be able to create a simple web page with text and clip art only, while another student may be able to add his or her own images, tables and backgrounds. A student at Level 4 may be able to send an email message to another student overseas and only use text messages, while another student at the same level may be able to send text messages with attachments, sound and graphics.

Students in the Early Years will have a generic username and password for ease of logging onto our network. Once in the network, their skill development will allow them to save work in their own folders. Students will have access to all programs across the college which exposes them to more advanced ICT applications.

Staff and students are also provided with additional ICT support both within the classroom and in one of our ICT centres from our eLearning Team – Mr. Jason Vandy (Assistant Principal), the ICT team Leaders and our MICE (Mentors In Computer Education) students all ensure students as well as staff are extending their skills and developing their learning through ICT at all possible times. Classes are also timetabled weekly to use our ICT facilities and pods of wireless notebook computers are also available for students to use. Our library sessions are also enhanced with the use of iPads to engage student learning.

We also offer a special student leadership program known as the MICE (Mentors In Computer Education) program at Baden Powell College. Students will be selected from each class as the nominated MICE Leaders to extend their skills, provide support, and mentor as well as to communicate needs, between their classroom and the eLearning Team in the school.

The 1 to 1 “Netbook” program, which is led by Lesley Besanko, also provides students with anywhere, anytime, personalised learning should you choose to participate in this program.

Jason Vandy
Assistant Principal (eLearning & Innovation)

BADEN POWELL COLLEGE GUIDE TO ASSESSMENT AND REPORTING

At Baden Powell College an integral part of planning and implementing of learning experiences and programs is our Assessment and Reporting procedure. For your information, a schedule of assessment and reporting tasks you can expect your child(ren) to take part in during the course of the year, has been outlined below.

TERM I: February: School Based Assessment in English and Mathematics.

"Meet your teacher" interview (for those who requested) Individual Learning Plans begin.

TERM 2: Mid Year Report

Parent Teacher Interviews (Years Prep – 4)

Middle Years – Student Leader Conferences (Years 5-9)
National Assessment Program Literacy and Numeracy (NAPLAN) – National Testing program for students in Years 3, 5, 7 and 9 to replace the AIM program.

TERM 3: School Based Assessment; Individual Learning Plans

TERM 4: Final Report

Reading Benchmark P-2 (DET: Statewide Testing Data)

Initial School Based Assessments in English (focusing on Speaking and Listening, Reading and Writing) and Mathematics have been designed to provide data for teachers so they ascertain students’ understandings and capabilities in Literacy and Numeracy. This data is subsequently used to develop needs based learning groups and become the focus for our classroom planning and teaching practice. The tests are re-administered in Term 3 so the teachers can continue to plan and teach to each student’s developmental stage and point of need.

Teachers follow up this assessment, where necessary, by inviting you to come along to a meeting where you and the classroom teacher discuss and plan a program that will benefit your child, according to their specific needs. These are known as Individual Learning Plans (ILPs).

Some students in Year 1, are identified to participate in the Reading Recovery Program, where they are given extra support on an individual basis to improve their reading skills.

Some students in Years 3 & 4, are identified to participate in the Bridges Program, where they are given extra support on an individual or group bases to improve their reading, writing & word knowledge skills.

Detailed individual student reports are sent home twice a year where teachers accurately inform you about your child's progress. You are invited to come and discuss these reports during Parent Teacher Interviews held in Term 2.

As always the teaching staff is constantly refining and improving these assessment and reporting methods. Any suggestions and comments from our school community are valued and welcomed. The staff is looking forward to another productive year developing excellent partnerships that provide the best opportunities for our students.

CAMPS, INCURSIONS AND EXCURSIONS

The Early Years team plan excursions and incursions, which will assist in the development of the unit of work selected for each term. We attempt to select learning opportunities that involve hands on experiences for the students that might not otherwise be available in the school setting. Students also enjoy opportunities to hear messages and information from other experts in their field. Excursions and incursions may be used to begin a unit of work and enthuse students or similarly during the middle or end of the unit to provide opportunities for students to find out more or to bring their learning to a conclusion. When planning we always take into account other major events for each term that require a monetary outlay, these include the Camps and Outdoor Education Program for this age group with the Prep Breakfast, Year 1 dinner at school and the Year 2 sleepover. Year 3 & 4 students will undertake Bike Ed training, participate in the school swimming program and any other programs which may occur within the school year. Excursions and incursions also provide another opportunity for parents to participate in their child's school life.
PARENT HELPERS

One way in which parents are able to play an active role in their child's learning is to become a parent helper in the classroom. Parent participation is encouraged. The assistance provided by parents is highly valuable to classroom teachers and provides parents with an insight into the learning programs in which their child is involved. Children benefit from the extra attention and enjoy having their parents in the classroom.

Before participating as helpers, **parents are required to complete** the “Parent Helpers Training Sessions”. The school offers to train helpers and runs the courses provided there is sufficient interest. The training is usually conducted over three sessions. Parents also need to obtain a “Working with Children” check and registration forms for these checks are available at Post Offices.

The areas in which parents are trained are:
- Being a helper
- Speaking and Listening
- Reading
- Writing
- Maths

The issue of confidentiality is of utmost importance and is discussed during training. Parents need to negotiate their role in the classroom and timetables with teachers. In order to maintain consistency in class programs parents are asked to keep to the commitment they make. It is school policy that toddlers are not to accompany parent helpers. Some parents have overcome this problem by arranging with other parents to share the minding of their children.

ASSEMBLIES

A high sense of school spirit is present as the whole school meets at the two assemblies that are held at Baden Powell College each week.

The school week begins with a Monday morning assembly. Students are reminded about events for the upcoming week and sport results are given. Most Fridays a more formal assembly is held. This assembly often begins with a performance item, which is performed by one of the grades within the school. Its purpose is to entertain and the focus of the performance is drawn from a topic or theme that is being learnt in the classroom at that particular time. At Friday afternoon assemblies, Baden Powell College also acknowledges specific student achievements noted during the week by presenting "special awards". Significant members of the wider community are also invited to speak at the assembly on various issues at different times.

The assemblies ensure that children and parents are kept well informed about what is happening around the school.

TAKE HOME BOOK

Each day your child receives a book that is to be read that night and returned to school the next morning inside the take home pouch. These books are levelled according to their complexity. They are easy familiar texts that allow children to build upon the strategies and skills they have developed during classroom activities. Please ensure that time is set aside every night for your child to read their take home book and that the title of the book and the date it was read is recorded in the reading log or diary. At school, reading is promoted as an enjoyable, valuable experience. To help continue this belief at home, please support all of your child's reading attempts, share the book and its' contents with them and encourage them to take care of the book and be responsible in returning it every day.

Children in Prep will have a yellow reading diary to record all books read at home. They will also have a COMMUNICATION BOOK for you to write messages to the teacher and for the teacher to communicate with you.
Children in Year 1&2 will use a Baden Powell student diary which is used for both recording books read and communicating between home and school.

In Year 3&4, the children have already become or will soon become ‘Independent Borrowers’. As a result of this, when they borrow their book to read at home, they have their own library borrowing card with photo ID. This borrowing card needs to be looked after carefully and responsibly by the student and is kept at school. The students record in their diary the book title and the pages they read each night, until it is finished. Then the book is returned to the library using their personalised borrowing card.

**TAKE HOME POUCH**

This is designed to ensure that take home books, reading logs and communication books are kept together and are easily accessible for students, parents and teachers. Newsletters and notes distributed by the school may also be placed in this pouch to help ensure that they arrive home safely.

In Year 3&4, the students no longer have ‘take home pouches’. Instead, all notes are folded and placed at the front of their diary, inside the plastic pocket.

**STUDENT DIARIES YEARS 3 & 4**

Each student has been issued with the Baden Powell Student Diary, which is required at school every day. Students will be guided throughout the year into developing sound study habits by recording what they have read daily and planning what homework will take place on specific days. Special events throughout the year are also recorded as they occur.

The diary is also an excellent communication resource where teachers may write messages to you or simply congratulate the student about their work. Parents are encouraged to write any concerns, celebrations and questions in the diary.

The absent notes found in the student diary are to help you save time and ensure the note gets to school safely.

**HOMEWORK**

Homework consists of reading their ‘take home book’ daily, spelling, maths and other activities, and will be set by the classroom teacher and given out each Wednesday. It usually begins in the third week of each term, but due to unforeseen circumstances it may begin later. The homework is to be completed by the student and returned the following Monday for correction. It is hoped that students will roster their time evenly over the week to complete the tasks on time. Guidance by parents on time management may be necessary to prevent a last minute rush the night before! Homework has been designed around work already covered during class time and should be seen as revision of a concept or method rather than introducing new ideas. Although there are different levels of homework to meet the different abilities of the students, it may seem the student feels the homework is too easy. However, we are encouraging students to become more independent and to begin developing good study habits. If the work is too difficult this cannot occur.

All homework and projects are to be completed by the student only – parents are welcome to guide and assist when asked by the student but they should refrain from actually solving the problems themselves.

**PEER MEDIATION**

Mediation is a process by which the disputants, together with the assistance of the neutral person/s isolate disputes in order to develop options, consider alternatives and reach a consensual settlement that will accommodate their needs. Mediation is a process that emphasises the disputants’ own responsibility for decisions that affect their lives.
Student-student conflicts are handled by themselves with the assistance of specially trained mediators, rather than teachers. It is voluntary and process bound by specific ground rules. It follows a step-by-step formula which assists students to work through immediate problems, take responsibility for generating their own solutions, agree to those that are mutually acceptable and then work at implementing these. In doing so, it enables young people to develop a basis for future problem solving.

**ROLE OF THE PEER MEDIATOR**

A Trained Peer Mediator is a neutral third person who leads the mediation process. The mediator helps the disputants communicate and keeps all information confidential. This means not discussing the disputant’s problems with other students in the school.

**PEER MEDIATORS:**

- Are the peacemakers for the school
- Listen to and respect all view points
- Understand their own conflicts and how to handle them
- Know how to help other students in the school

**WHY SCHOOLS USE STUDENT MEDIATORS**

Educators recognise that conflict and violence cannot continue in our school. Student Mediation programs teach new, effective ways to deal with potentially explosive situations. Students help other students by using mediation approaches to solve problems. The program empowers students, lowers faculty administrative time, and settles small conflicts before they become big battles.

Mediation begins in the playground where specially trained students act as Peer Mediators for other students who have low level fights or disputes. One or two teams of Student peer Mediators are assigned to playground each recess and lunch for about 10 minutes. When a conflict or fight occurs, Student Peer Mediators use the structural conflict resolution process and mediation techniques to help students in dispute reach an agreement. The mediators, year 5/6 students, work in pairs as co-leaders and are trained in a two or three day program. Mrs. Payne works extensively with Senior School students in training and coaching students to become peer mediators. 

Please Note: Towards the end of the school year all students in Year 4 are given the opportunity to train as Peer Mediators in readiness for the following year (when they enter the Senior School as Year 5 students).

**Hazel Payne**

**IMPORTANT INFORMATION YOU NEED TO KNOW RE CHILDREN’S HEALTH: INFECTIOUS DISEASES:**

If your child has an infectious or serious illness, or, is to be absent for an extended period for whatever reason, a "phone call" to the school would be appreciated.

Infections spread quickly at school. Accordingly the Health Department exclusion table should be followed if your child contacts any of the following diseases:

**Chicken Pox:** For at least 7 days after the beginning of the illness and until the last lesion has healed.

**Diphtheria:** Until 2 negative swabs have been obtained at intervals of not less than 48 hours, the first swab taken at 72 hours after cessation of antibiotic or chemotherapeutic agents.

**Viral Hepatitis:** Until a medical certificate of recovery is produced.
Impetigo (School Sores): If so ordered by the School Medical Office or the Medical Officer of Health until appropriately treated.

Rubella: Until 10 days have passed since the appearance of a rash.

Streptococcal Infections: Until days have passed since the appearance of a rash. (including Scarlet Fever)

Whooping Cough: 4 weeks or until a medical certificate of recovery is produced.

Erythema Infectiosum (Slapped check syndrome).

This is a mild viral illness. Symptoms are fever, red cheeks, and an itchy lace like rash on the body and limbs, which fades after a few days, but may recur for 1-3 weeks after exposure to sunlight or heat. The person may also have a cough, runny nose or sore throat. Incubation period is approximately 1-2 weeks. It is not infectious once the rash appears. All children with the rash and fever should be referred to a doctor.

Head Lice:

You can help control this problem by frequently checking your children's hair and letting us know if you find anything. One of the really worthwhile features of our approach to the problem in the past has been the development of a responsible, common sense approach by parents. Several parents, on finding head lice in their children's hair, have kept their children home, picked up the medication from the City of Werribee themselves and cleared up the problem before sending their children back to school.

As lice spread very readily and can survive for several days away from the human head, it is advisable to think about control measures such as washing of bedding and clothing.

Please remember, if your children have head lice it is not a reflection on their cleanliness or your care for them - it can happen to anyone and they get into clean hair just as easily.

“LOOKING FORWARD, STAYING AHEAD”