Dear Parents,

The children are now well settled into the new class routines and are approaching their learning enthusiastically. Each class has discussed, planned and documented their Essential Agreement explaining what students in that group need to demonstrate in order for everyone to be able to be the best learner that they can. They’ve also discussed strategies that they can use to reach their agreement, as well as consequences for those who need support working towards achieving the agreement.

One of the first questions to answer is, What do we want our learners at Mount View to be?

INTERNATIONALLY-MINDED PEOPLE LIVING OUT THE IB LEARNER PROFILE

Inquirers
Jí jí tàn jiù
积极探究

Knowledgeable
Zhì shí yuān bó
知识渊博

Thinkers
Qín yú sāi kǎo
勤于思考

Communicators
Shàn yú jiāo liú
善于交流

Principled
Jiān chí yuán zé
坚持原则

Open-minded
Xiōng jīn kāi kuò
胸襟开阔

Caring
Dòng de guān’ài
懂得关爱

Balanced
Quán miàn fā zhǎn
全面发展

Risk-Takers ~ Courageous
Yǒng yú cháng shì ~ Yǒng gǎn
勇于尝试 ~ 勇敢

Reflective
Jí shí fǎn sī
及时反思

For a full explanation of the IB PYP Learner Profile and the attributes listed above, please refer to the MVPS School Information booklet “Learning at Mount View in 2014”.

Following is a brief outline of important information that will assist you and your child’s continued learning.

STAGES OF LEARNING – YEARS FIVE & SIX

In Years 5 and 6, (Levels 5 & 6 AusVELS), learners become more complex thinkers and are able to apply thinking strategies as part of their learning. They are able to participate in and lead small group activities and learn more deeply by undertaking more extended projects.

Key characteristics of students at this level include:
✓ assuming leadership responsibilities
✓ developing self-efficacy skills
✓ specialising and differentiating between domains
✓ managing new situations and solving problems
✓ learning deeply through extended projects to build flexible thinking and learning strategies
✓ exploring concepts that allow for several points of view
✓ demonstrating a preference for more specialised intelligences.

Students begin to develop leadership skills, taking roles in representing their school, speaking publicly and participating in local community activities and ‘present a point of view on a significant issue or issues and include recommendations’ (Civics and Citizenship: Community Engagement). They are aware of the responsibilities that accompany their leadership roles, and are capable of communicating school values, rules and procedures using ‘summarise and organise ideas and information, logically and clearly in a range of presentations’ (Communication: Presenting). They critically analyse the functioning of groups and have a capacity to manage and achieve group goals. They demonstrate personal self-control and empathic behaviour, especially with younger peers. Through their interactions with others they demonstrate ‘respect for a diverse range of people and groups’ (Interpersonal Development: Building Social Relationships). They are confident and motivated, and use social problem solving strategies in the process of building more sophisticated self-efficacy skills.

Students build an increasingly complex understanding of themselves as learners. By reflecting on the influences that impact on learning, students gain insight into the requirements of effective learning and increasingly ‘identify and explain how different perspectives and attitudes can affect learning.’ (Personal Learning: The Individual Learner). Knowledge of learning and thinking preferences enables students to make choices and set future goals. Learning occurs in both individual and social contexts. Students connect their learning with real life. Many students become more discerning about their preferences and interests. They begin to make distinctions about what they like and what is important.

Students are becoming more complex thinkers. They begin to understand more abstract cognitive processes such as how to apply logical reasoning to both ideas and concrete objects and ‘generate imaginative solutions when solving problems’ (Thinking Processes: Creativity). They explore the concepts of belief, chance, probability, estimation, patterns, sequences and generalisations. Such concepts allow for a diversity of views, as well as for the mental and written organisation and manipulation of information.

Students become more adept at being critical of an idea, explaining why they believe something, collecting and using evidence to support ideas, changing their opinion on the basis of a superior argument, working out more than one solution to a problem, identifying relationships between ideas and using examples to help explain an idea. Students either work individually or collaboratively to observe, collect, interpret and critically analyse data. They pose questions about, and identify situations, problems, needs and opportunities for the creation of useful products. They reflect on their designs as these are developed ‘and use evaluation criteria, identified from design briefs, to justify design choices’ (Design, Creativity and Technology: Analysing and Evaluating).

Students are expected to make judgments about ideas and their relative significance. They are assisted to develop and test models that show cause and effect, as well as to identify relationships within, or linkages between, ideas. Investigations and problem solving techniques are used as mechanisms to introduce the concept of deep thinking. They further extend their knowledge and skills in using information and communications technology (ICT) tools and techniques to ‘explore processes, patterns and cause-and-effect relationships’ (Information and Communications Technology: ICT for Visualising Thinking). They apply skills, techniques and processes to create and present arts works that ‘explore the potential of ideas’ (The Arts: Creating and Making) and begin using ‘strategic thinking and work with both more- and less-skilled peers to improve game performance’ (Health and Physical Education: Movement and Physical Activity).

Students ‘read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats’ (English: Reading). They draw on their knowledge of the generic structures of different types of texts to organise and structure ideas. They produce a variety of texts for different purposes, such as narratives, reports and arguments. Working in small and large discussion groups, students ‘identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner’ (English: Speaking and Listening). Students learn about a different language and culture through Languages Other Than English and practise reading a ‘wide range of short and/or modified texts for meaning and for use as models in their own writing’ (Languages Other Than English: Communicating in a Language Other than English).

Students’ knowledge of science and scientific concepts becomes more systematic and they are able to ‘apply the terms relationships, models and systems appropriately as ways of representing complex structures’ (Science: Science Knowledge and Understanding). Similarly, they develop a more sophisticated understanding of mathematical concepts and an awareness of how ‘a few successful examples are not sufficient proof and recognise that a single counter-example is sufficient to invalidate a conjecture’ (Mathematics: Working Mathematically).

Students develop further understanding of Australia’s history and its key Eastern and Western influences, along with the history of one or more countries in our region using ‘a range of primary and secondary sources to investigate the past’ (History). They also acquire more sophisticated geographic skills as they develop their knowledge of the interrelationship between human and physical features, describing ‘Australia’s significant natural processes (and the) reaction of people to these processes’ (The Humanities – Geography: Geographical Knowledge and Understanding).

Students begin to grapple with economic concepts and understandings, and ‘use the inquiry process to plan economics investigations about economic issues in the home, school or local community and form conclusions supported by evidence’ (The Humanities – Economics: Economic Reasoning and Interpretation).
At school and at home, children are supported to ensure that the last two years at primary school are positive, challenging and improve their confidence about themselves and their learning.

In Years 5 and 6 all learning areas have standards. The table on the next page shows areas in which standards are set for assessment and reporting in these years. Standards continue to be set in all these areas until the end of Year 10. The primary and secondary years of a student’s education are linked through the Australian Curriculum and Victorian Essential Learning Standards (AusVELS) in this way.

This is a time when schools provide many opportunities for students to take responsibility for their learning and also to demonstrate their individual talents. Children do not all achieve the same standard at the same time; some will find parts of their learning program more challenging than others. Teachers and parents can use the standards to help children achieve by working together to develop the most appropriate learning approaches.

### ENGLISH

**Aims**

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with nonlinguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.

**In Levels 5 and 6**, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of facetoface and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, nonfiction, and dramatic performances.

Literary texts that support and extend students in Levels 5 and 6 as independent readers describe complex sequences, a range of nonstereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within realworld and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.
**English as an Additional Language (EAL) Students**

For children for whom English is not their first language, it is absolutely essential for them to continue to develop their mother tongue (home language). Research has shown that many skills acquired in the first language can be transferred to the second language. So, for example, if your child has developed good reading skills in Mandarin, he/she is likely to be able to apply these skills when reading English. (One useful reading skill is the ability to guess the meaning of unfamiliar words from context. Another one is the ability to decide which new words in a text are important to look up in the dictionary and which words can safely be ignored.) For this reason it helps if you can encourage your child to read good fiction and non-fiction in his/her own language. Similarly, the skills of being able to plan out a piece of writing or develop an argument in a persuasive essay can be applied in the second language once they have been learned in the first. Your children will learn English much more effectively if they continue to develop their first language at the same time.

**Tips for parents to support literacy learning:**

Parents can assist their children by ensuring that reading at home is continuing and by discussing reactions to particular texts. Borrowing, swapping or buying books of particular interest to students and encouraging them to read for information in daily papers fosters a lifelong interest in reading. Weekly spelling words should be reviewed at home at least three times a week. Giving students opportunities to take responsibility where oral communication is involved, for example, conducting a transaction at the shops or requesting information on the phone, gives students valuable life skills in developing confidence in speaking and listening.

**MATHEMATICS**

**Aims**

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in **Number & Algebra**, **Measurement & Geometry**, and **Statistics & Probability**
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

**Levels 3 – 6**

These levels emphasise the importance of students studying coherent, meaningful and purposeful mathematics that is relevant to their lives. Students still require active experiences that allow them to construct key mathematical ideas, but also gradually move to using models, pictures and symbols to represent these ideas.

The curriculum develops key understandings by extending the number, measurement, geometric and statistical learning from the early levels; by building foundations for future studies through an emphasis on patterns that lead to generalisations; by describing relationships from data collected and represented; by making predictions; and by introducing topics that represent a key challenge in these levels, such as fractions and decimals.

In these levels of schooling, it is particularly important for students to develop a deep understanding of whole numbers to build reasoning in fractions and decimals and to develop a conceptual understanding of place value. These concepts allow students to develop proportional reasoning and flexibility with number through mental computation skills, and to extend their number sense and statistical fluency.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

**At Level 5:**

- **Understanding** includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry
- **Fluency** includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles
- **Problem Solving** includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans
- **Reasoning** includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets

References: IB (20010) *Towards a Continuum of International Education*
At Level 6:

- **Understanding** describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations

- **Fluency** includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units, and interpreting timetables

- **Problem Solving** includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays, and finding the size of unknown angles

- **Reasoning** includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another, explaining why the actual results of chance experiments may differ from expected results

**Tips for parents to support numeracy learning:** Parents can assist their children by encouraging them to revise their tables regularly through on-going practice and application to real life situations. At this level mental computations focus on applying quick methods across all facets of the Mathematics program and situational applications of these skills in relation to counting patterns, money, time, and area can prove very useful.

**NATIONAL ASSESSMENT PROGRAM - LITERACY AND NUMERACY 2014**
The National Assessment Program – Literacy and Numeracy (NAPLAN) commenced in Australian schools in 2008. All students in Years 3, 5, 7 and 9 are assessed annually using common national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

All students in Years 3, 5, 7 and 9 are expected to participate in the assessment program. If your child has special needs, you should discuss these with the class teacher or school principal. A formal exemption may be granted for a student who has a severe intellectual disability or who has recently arrived in Australia and is from a non-English-speaking background.

NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or the principal. The content of each test is informed by the National Statements of Learning in English and Mathematics which underpin state and territory learning frameworks. Test questions cover aspects of literacy (Reading, Writing, Spelling, Grammar and Punctuation) and numeracy. Questions are either multiple-choice or require a short written response. In 2013 the genre of the Writing task will be persuasive in style.

The NAPLAN tests are scheduled for the mornings of **Tuesday 13th, Wednesday 15th and Thursday 16th May**. All schools across Australia complete the tests on the same days. The times for each test are shown on the timetable below.

**NAPLAN 2014 Timetable**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Tuesday 13th May</th>
<th>Wednesday 14th May</th>
<th>Thursday 15th May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Language Conventions *&lt;br&gt;• before recess&lt;br&gt;• 40 minutes (test length)&lt;br&gt;Writing (Persuasive Form)&lt;br&gt;• before lunch&lt;br&gt;• 40 minutes (test length)</td>
<td>Reading&lt;br&gt;• before recess&lt;br&gt;45 minutes (test length)</td>
<td>Numeracy **&lt;br&gt;• before recess&lt;br&gt;• 45 minutes (test length)</td>
</tr>
<tr>
<td>Year 5</td>
<td>Language Conventions *&lt;br&gt;• before recess&lt;br&gt;• 40 minutes (test length)&lt;br&gt;Writing (Persuasive Form)&lt;br&gt;• before lunch&lt;br&gt;• 40 minutes (test length)</td>
<td>Reading&lt;br&gt;• before recess&lt;br&gt;50 minutes (test length)</td>
<td>Numeracy **&lt;br&gt;• before recess&lt;br&gt;• 50 minutes (test length)</td>
</tr>
</tbody>
</table>

* Language Conventions incorporates Spelling, Grammar and Punctuation.
** Numeracy incorporates Number; Space; Algebra, function and pattern; Measurement, chance and data.
*** Calculators - In Years 3 and 5, the Numeracy test does not permit calculator use.

References: IB (20010) *Towards a Continuum of International Education*
NAPLAN results provide an important measure of how all Australian students are performing in literacy and numeracy. Individual student performance on each test is shown on national achievement scales from Year 3 to Year 9. Six bands are reported for each year level. One of these bands will represent the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate in that year level.

The NAPLAN results can be used in a variety of ways in which to celebrate and support your child’s learning. These include:

- Students and parents may use individual results to discuss achievements and progress with teachers.
- Teachers use results to help them better identify students who require greater challenges or additional support.
- Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.

More information on NAPLAN can be obtained by:

- accessing the NAPLAN website (www.naplan.edu.au) and
- the My School website (www.myschool.edu.au)

**INTERNATIONAL COMPETITIONS & ASSESSMENT FOR SCHOOLS 2014**

Students in Years 3 – 6 are offered the opportunity to enter international competitions (ICAS) run by the University of New South Wales. These competitions take place each year and form the largest independent assessment program for schools in Australia and nearby countries.

ICAS provides an opportunity for all students to gain a measure of their own achievement in an external assessment situation. They also provide schools and teachers with comprehensive reporting of results and give parents helpful information regarding their child’s performance in the areas of Computer Skills, English, Mathematics, Science, Spelling and Writing. Mount View teachers use this information for planning learning and assessing students.

At Mount View PS, we believe participation in these international competitions provides a valuable opportunity for students to undertake a challenging experience and to learn to work through problems independently, which is a very different situation from our classrooms where assistance is always available. *So in 2014, all Mount View PS children in Years 3, 4, 5 and 6 are expected to participate in WRITING, SPELLING, ENGLISH and MATHEMATICS as part of their classroom program.* Science and Computer Skills are offered as Competitions that students in Years 3 - 6 may chose to participate in.

**PERSONAL LEARNING**

Students identify, with support, their preferred learning styles and use strategies that promote learning. They monitor and describe progress in their learning and demonstrate learning habits that address their individual needs. They seek and respond to teacher feedback to develop their content knowledge and understanding. They identify and explain how different perspectives and attitudes can affect learning. They negotiate learning improvement goals and justify the choices they make about their own learning. Students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources. They undertake some set tasks independently, identifying stages for completion. They persist when experiencing difficulty with learning tasks. They seek and use learning support when needed from peers, teachers and other adults. They practise positive self talk. They demonstrate a positive attitude to learning within and outside the classroom.

**INTERPERSONAL DEVELOPMENT**

Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups. They accept and display empathy for the points of view and feelings of their peers and others. They identify and use a variety of strategies to manage and resolve conflict. Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. They work cooperatively to allocate tasks and develop timelines and accept responsibility for their role and tasks. They provide feedback to others and evaluate their own and the team’s performance.

TRANSDISCIPLINARY LEARNING - INQUIRY APPROACH

It is particularly important for students in the primary years of education to acquire skills in context, and to explore content that is relevant to them and that transcends the boundaries of the traditional subjects. The PYP curriculum is centred on six transdisciplinary themes based around shared human commonalities that are considered essential in the context of international education. These themes are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to the transdisciplinary model of teaching and learning.

Implemented across all year levels of the school are the six IB PYP transdisciplinary themes of:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

The transdisciplinary units at Mount View address learning from the AusVELS content areas of Health and Physical Education, Civics and Citizenship, The Humanities, Communication, Design, Creativity and Technology, Science, The Arts and Information and Communication Technology.

Students inquire into, and learn about, these globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. These units collectively constitute the school's programme of inquiry. At Mount View PS, each year level team identifies a focus of inquiry within that theme and defines a central idea, concepts and lines of inquiry through which the learning will be driven.

Learning inquiries are either:

- transdisciplinary crossing a range of learning dimensions, or
- ‘stand alone’ independent units that focus on one specific learning focus.

In presenting learning in this way, teachers will sometimes conduct explicit lessons to facilitate the learning of processes, skills and content that students need to use and understand in order to pursue further learning. However, for much of the learning time a transdisciplinary inquiry approach is adopted, whereby connecting ideas from several learning areas are identified, a context is developed and a sequence of learning experiences for students is planned and assessed.

Each year level also determines when units of inquiry will be presented and the length of time in which they will run. In 2013 we audited and revised our units of inquiry in order for the learning in 2014 to be fresh and engaging for our students. All year levels will be implementing the described six units. The scheduling of the Year 5 and the Year 6 programmes of inquiry for 2014 are shown on the following pages.

In the PYP the importance of the traditional subject areas is acknowledged: language, mathematics, social studies, science, the arts and personal, social and physical education are specified as components of the PYP curriculum model. Overall expectations for each subject, within each age range, are specified in detailed scope and sequence documents. For us at Mount View PS, as a Victorian Government School, these expectations are outlined in our Australian Curriculum Victorian Essentials Learning Standards (AusVELS) documents.

HOME LEARNING

In Years 5 & 6, in addition to reading and spelling each night, your child’s teacher will set a variety of home learning tasks, including projects. These tasks are designed to be completed by the student and our aim is to develop good organisational skills in light of your child’s other commitments. Please ensure that your child has a suitable place to complete their home learning tasks. It is our expectation that at this level your child will complete their set home learning in the given time frame and return their homework book on or before the set date. You will be notified if homework tasks are consistently incomplete or late.

In 2014, students in Years 3 – 6 will be using the web-based learning program Mathletics as their mathematics home learning component. Its syllabus is based from kindergarten to Year 12 and is currently used in over 800 Australian schools. More information can be found on their website at www.mathletics.com.au

For children for whom English is not their first language, it is absolutely essential for them to continue to develop their mother tongue (home language). They need to have stories read to them in their home language, and to practise reading to an adult in their mother tongue.

Parents can help children by:

- encouraging a regular daily session to examine and complete homework
- discussing key questions or suggesting resources to help with homework
- helping to balance the amount of time spent between homework and recreational activities such as watching television or playing computer games
- asking how homework and class work is progressing, and acknowledging success
- attending school events, productions or displays their child is involved in

References: IB (2000) Towards a Continuum of International Education
• talking to teachers to discuss problems with homework
• checking whether homework has been set and ensuring that their child keeps a homework diary
• reading texts set by teachers
• discussing their child’s responses to set texts and asking to see work they complete in relation to these texts
• discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences.

**DEECD Guidelines regarding homework**

**Years 5 to 9**

Years 5 to 9 homework:

- should include daily independent reading
- may include extension of class work, projects and assignments, essays and research.
- should be coordinated across teachers in secondary schools to avoid unreasonable workloads for students

This will generally range from 30 – 45 minutes a day at Year 5 to 45 – 90 minutes a day in Year 9.

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**SPECIALIST PROGRAMS**

**LANGUAGES - MANDARIN - PATHWAY 1 - YEARS 5 & 6**

Students build language cumulatively by expanding language and cultural understandings they already have. The awareness that languages other than English are the normal means of communication for many societies and people is reinforced.

Themes and topics are selected and sequenced to allow learners to build new skills, knowledge and attitudes and are culturally, socially and linguistically appropriate for the particular language being taught. The topics contribute to systematic acquisition of the language and cultural understandings in both dimensions in an integrated way. Topics should be of interest to students at these levels and most topics should be familiar to them. They may be productively integrated with themes, topics, or key areas being addressed in other areas of the curriculum.

**PERFORMING ARTS**

The Performing Arts curriculum includes Arts Practice and Responding to the Arts. Students at this level show understanding of these aspects by demonstrating the ability to experiment with ideas in making and presenting the arts and by demonstrating skill in manipulating arts elements. Students will be involved in arts experiences in the areas of dance, drama, graphics and music. These sessions will allow students to show a great deal of creativity in these arts forms and the opportunity to perform in front of their peers. Students also have the opportunity to join one of the many music programs operating within the school such as the instrumental music, band, choir, keyboard and violin. Parents have many opportunities to see children perform at school assemblies and concerts. All students also have the opportunity to join one of the various externally provided music programs operating within the school.

**PHYSICAL EDUCATION AND SPORT**

At this level students further develop movement skills in more complex drills, sequences of movement, games and modified sports. They discuss how strategic thinking and increased understanding of a game can enhance individual and group performance. Students participate in activities where improved communication and teamwork lead to the attainment of a goal. They learn how muscular strength and endurance, cardio-respiratory fitness, body growth and flexibility influence and are influenced by physical activity, and participate in activities to develop these attributes.

**VISUAL ARTS**

Students are provided with opportunities to select, explore and combine materials and arrange visual arts elements to express themselves. Skills, techniques and processes are further developed by manipulating a variety of media and tools in the areas of drawing, painting, collage and printing. They have opportunities to present and display, respond to and discuss, both in writing and orally, the making and appreciation of visual art works, including their own, as well as identifying distinguishing features that locate artworks in a particular time, place or culture. At this level the emphasis is on students demonstrating the ability to experiment with ideas in making and presenting artworks and the skill of manipulating art elements and principles. When responding either in written form or orally, students are expected to describe personal observations about the content and structure of art works.
<table>
<thead>
<tr>
<th>Term 1: 28 January to 4 April</th>
<th>Term 2: 22 April to 27 June</th>
<th>Term 3: 14 July to 19 September</th>
<th>Term 4: 6 October to 19 December</th>
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<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
</tr>
<tr>
<td><strong>WHO WE ARE</strong> An inquiry into the nature of the self; beliefs &amp; values; personal, physical, mental, social &amp; spiritual health; human relationships including families, friends, communities, &amp; cultures; rights &amp; responsibilities; what it means to be human.</td>
<td><strong>HOW EXPRESS OURSELVES</strong> An inquiry into the ways in which we discover &amp; express ideas, feelings, nature, culture, beliefs &amp; values; the ways in which we reflect on, extend &amp; enjoy our creativity; our appreciation of the aesthetic.</td>
<td><strong>WHERE WE ARE IN PLACE AND TIME</strong> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</td>
<td><strong>HOW THE WORLD WORKS</strong> An inquiry into the natural world &amp; its laws; the interaction between the natural world (physical &amp; biological) &amp; human societies; how humans use their understanding of scientific principles; the impact of scientific &amp; technological advances on society &amp; on the environment.</td>
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<tr>
<td><strong>LINES OF INQUIRY</strong></td>
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<tr>
<td><strong>Central Idea:</strong> Migration creates challenges, risks and opportunities for individuals and societies.</td>
<td><strong>Lines of Inquiry:</strong> An inquiry into the ways in which we discover &amp; express ideas, feelings, nature, culture, beliefs &amp; values; the ways in which we reflect on, extend &amp; enjoy our creativity; our appreciation of the aesthetic.</td>
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</tr>
<tr>
<td><strong>WHO WE ARE</strong> CI: People’s spiritual beliefs contribute to the diversity of society.</td>
<td><strong>HOW EXPRESS OURSELVES</strong> CI: Images communicate ideas &amp; information in order for us to better understand our world.</td>
<td><strong>WHERE WE ARE IN PLACE AND TIME</strong></td>
<td><strong>HOW THE WORLD WORKS</strong> CI: Systems and cycles in the natural world impact on people and places.</td>
</tr>
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<tr>
<td>Term 1: 26 January to 4 April</td>
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<td>Term 3: 14 July to 19 September</td>
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- **SHARING THE PLANET**
  - **An inquiry into rights & responsibilities in the struggle to share finite resources with other people & with other living things:** communities & the relationships within & between them; access to equal opportunities; peace & conflict resolution.

- **WHERE WE ARE IN PLACE AND TIME**
  - **An inquiry into orientation in place & time:** personal histories, homes & journeys; the discoveries, explorations & migrations of humankind; the relationships between & the interconnectedness of individuals & civilizations, from local & global perspectives.

- **HOW WE ORGANISE OURSELVES**
  - **An inquiry into the interconnectedness of human-made systems & communities:** the structure & function of organizations; societal decision-making; economic activities & their impact on humankind & the environment.

- **HOW WE EXPRESS OURSELVES**
  - **An inquiry into the ways in which we discover & express ideas, feelings, nature, culture, beliefs & values:** the ways in which we reflect on, extend & enjoy our creativity; our appreciation of the aesthetic.

- **HOW THE WORLD WORKS**
  - **An inquiry into the natural world & its laws:** the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society & on the environment.

- **WHO WE ARE**
  - **An inquiry into the nature of the self:** beliefs & values; personal, physical, mental, social & spiritual health; human relationships including families, friends, communities, & cultures; rights & responsibilities; what it means to be human.

**Learner Profile Attributes:**
- Caring
- Knowledgeable

**Specialist Alignment:**
- Performing Arts

**Lines of Inquiry:**
- **CI: Nations build relationships to protect their interests.**
  - **Lines of Inquiry:**
    - An inquiry into
      - How nations depend on each other. (Connection)
      - The consequences of fostering relationships with other countries (Causation)
      - Each class creates their own LoI (Reflection)

**Specialist Alignment:**
- Languages - Mandarin

**Lines of Inquiry:**
- **CI: The world adapts to changes stimulated by people and events from the past.**
  - An inquiry into
    - Significant people and events surrounding Australia’s Federation (Form)
    - Impacts of past events and people (Causation)
    - How people respond to change (Causation)

**Specialist Alignment:**
- Mandarin

**Lines of Inquiry:**
- **CI: Citizens may have the potential to influence governmental decision making.**
  - An inquiry into
    - The structure and roles of governments. (Function & Form)
    - The ways citizens can create change. (Change)

**Specialist Alignment:**
- Performing Arts

**Lines of Inquiry:**
- **CI: Students to write the CI as part of unit.**
  - Each level of the new MYS building will write their own lines of inquiry.

**Specialist Alignment:**
- Mandarin

**Lines of Inquiry:**
- **CI: People are confronted with changes and choices throughout life that affect their evolving sense of self.**
  - An inquiry into
    - The human body changes and has different needs throughout life (Change)
    - Knowledge, skills and attitudes empower us to make informed decisions (Responsibility)
    - Support services that assist young people (Function)

**Specialist Alignment:**
- Physical Education
- Mandarin

References: IB (20010) Towards a Continuum of International Education
SPECIFIC SCHOOL INFORMATION

STAFF AVAILABILITY
We value our partnerships with parents in their children's education and value your input. Most staff are at school from 8:30am. The most effective means of contacting teachers about an issue or concern is to ring and make an appointment at a mutually agreed time. Staff are unavailable to take phone calls during teaching times. Recess is from 10:40 – 11:10am with lunch from 1:00 - 1:50pm. Please contact teachers during these times. One of the most effective methods of communication is through the use of email. Individual teacher email addresses are listed on our website as well as being included in the information booklet specific to your child's year level.

PUNCTUALITY & MORNING ROUTINES
Our learning programs commence promptly at 9:00am. In order for your child to be organised and settled for the day’s learning, students are asked to be at school by 8:50am. At that time a bell is rung and students should move to their line-up areas in order to meet with their teacher. Once inside the classroom, students then hand in notes, monies and return reading books, etc. before formal learning begins promptly at 9:00am. It is an important safety issue that children wait outside until after the 8:50am bell rings as corridors and rooms are not officially supervised before school commences.

We understand the occasional delay, but consistent late arrivals are disruptive and detract from your child's learning. We seek your cooperation in this matter.

ABSENCES
If your child is absent for any reason, or arrives after 9:00am (late arrival), please send a note/email explaining the absence. This is a legal requirement. It is preferable not to telephone the office. If you wish to take your child from school during the day, you require an early leave pass from the office before collecting your child from the classroom. Absence notes can also be emailed to class teachers. Staff email addresses specific to your child’s year level are included in this booklet.

For safety reasons, if your child is arriving late during a recess time, please notify a teacher that they have arrived.

ASTHMA AND ALLERGIES
Please give your completed Asthma plans and allergy information to Carol Pickford, the school nurse. This needs to be updated each year. A reminder that many of our children suffer food allergies, so if you are sending along food to share, e.g. birthdays, please avoid the use of nuts and be mindful that ingredients need to be listed.

Some classes in which there are children with severe allergies have sent notices home to parents requesting that no food for sharing is sent to school. In these classes, an idea for a birthday treat in preference to food might be to provide a ‘sticker’ or other small item for each child.

ILLNESS AND INJURY
It is important to keep all your children’s details up to date and to notify the class teacher and Carol Pickford, the nurse, of any illnesses or changes. It is also vital to ensure emergency contact details are correct and up to date. Yellow cards are given to children by Yard Duty teachers when there is a health issue in the playground and they take this card to the nurse.

SCHOOL COMMUNICATION
To ensure all notices given out to children are reaching you, we have supplied all children with a “School Communication” pocket. For students in the junior classes, this is a document wallet. Notices from home should also be returned to school in these wallets. Please check your child’s bag and wallet daily. Senior students are expected to show initiative and are asked to be responsible for sharing important information between school and home. They also have a diary for organising themselves, recording information and for carrying messages between home and school.

Daily happenings: Invite your child to ‘Tell me something interesting about today …’
Newsletter: Distributed fortnightly to families electronically.
Special notices: Important and may refer to activities and occasions occurring in the next day or two.
Email contact: Absence notes may be sent via email to your child’s classroom teacher
School Web Site: www.mountviewps.vic.edu.au

SCHOOL DISMISSAL
We ask for your cooperation at dismissal time and that you collect your children outside so that the corridor areas are clear for the children to exit safely. Please respect the parking restrictions, access routes and speed limits within the school zone. Arriving at and departing from school each day should be a safe and happy time for all children.
**SPECIFIC SCHOOL & YEAR LEVEL INFORMATION**

**LUNCHES**

The children generally manage their lunches independently. We ask you to consider suitable sandwich fillings, especially during hot weather. Including a small iced bottle of water in your child’s lunch box helps to keep food fresh, as well as providing him/her with a cool drink in the afternoon. Check with your child if they are satisfied with the amount of lunch they are being given – some may require more food and some will require less. Please check that lunchboxes, drink bottles and lids are named. We also encourage all students to bring a named water filled drink bottle with them each day so that they can have a quick drink during learning time without needing to leave the classroom.

**BIRTHDAYS**

Birthdays are a special time for your child. Some parents like to send a cake to share with the class. To assist with distribution, small cakes are preferable to a large cake. Due to allergies suffered by some children, please list the ingredients and if at all possible, avoid sending items with nuts in them.

**CANTEEN**

Lunch orders are available each day and the children bring their order into the classroom where the class orders are then sent to the canteen. We encourage your child to buy food only for themselves and discourage sharing money. Only small amounts of money should be brought to school.

**SCHOOL UNIFORM**

School uniform is strongly supported by Mount View families. Our School Council believes that the uniform, in giving children a group identity, helps to develop in a child a sense of belonging within the school community. It also provides a measure of security when groups are on excursions.

All items of uniform are available from the Primary School Wear (PSW) retail outlet that is located in Stephenson Road, Mount Waverley. Price lists for uniforms are available from the school office or online at www.psw.com.au

Stocks of accessories such as art smocks, school hats and reader bags are available from the school office.

**SCHOOL HATS**

It is compulsory for all children to wear a Mount View hat between September 1st and April 30th. Students without hats at school play in the designated shaded area near the Visual Arts room. Children require a hat to attend an excursion or sporting activity. Please ensure that your child’s hat is clearly named and in the school bag each morning.

**SUNSCREEN**

In this day and age it is particularly important for children to develop responsible skin care routines and behaviours. It is essential for children to be sunsmart at school. Wearing of hats is compulsory at set times of the year, however parents are advised to include sunscreen – preferably a roll-on sunscreen, in their child’s bag which he/she can self administer prior to recess and lunchtime on a daily basis. Rolls of sunscreen may be purchased from the school office. We recommended however that parents send their preferred sunscreen for use at school, particularly for children with allergies, eczemas or skin concerns. Class teachers will have an Amcal brand 30+ sunscreen available for use in emergency situations.

**LOST PROPERTY**

The lost property hooks are located in the breezeway area at the Prep end of the Junior building and can be accessed by parents whenever an item is missing. To make the task of finding any missing item easier, please clearly name all items belonging to your children.

**SCHOOL COUNCIL / PARENTS’ ASSOCIATION**

The School Council is an elected body and plays an important part in the running of the school. The Parents’ Association contributes to the school community through such things as organising and facilitating fundraising activities. Volunteers are most welcome to attend these meetings.

**FAMILY SUPPORT**

Out of Hours Care: For all enquiries please contact Camp Australia Ph. 8851 4160
Canteen: Focuses on healthy eating with less fat, salt and sugar foods
School Nurse: Available between 10:30am – 2:30pm daily
REFLECTIVE JOURNALS

Reflective journals are used by Year 5 and 6 students to assist in their personal learning development through the process of reflecting on their thinking, preferred learning style and learning modality. Students independently set and record both short and long term learning goals in their journals and then report against their success at reaching their goals. The use of the reflective journal and the setting of goals aims to empower students to take responsibility for their future learning and to celebrate their milestones.

DIARIES

At this level, each student receives his or her own school-issued student diary. The diary is an important tool to assist in developing the children’s organisational skills as well as being an effective means of communication between parents, teachers and the children. Children are encouraged to regularly use their diary for writing down homework requirements, timetables and important dates, etc. It is recommended that you check your child’s diary at least weekly and discuss forthcoming events or homework requirements to assist us in ensuring your child develops effective organisational skills.

INTER-SCHOOL SPORT

In Year Six, each student is given the opportunity to represent the school in one of several summer sports, as well as one of several winter sports. Other opportunities to compete in inter-school sport include cross-country running, athletics, tennis and swimming, all of which are determined through selection trial processes, based on each individual student’s age as at December 31st.

In Year Five, students wishing to participate in either a summer or winter inter-school sport will be subject to a selection process, and such opportunities are limited to ‘A’ sports only (Summer: Rounders, Softball Girls A, Softball Open, Bat Tennis and Cricket / Winter: Football, Netball, Tee Ball and Soccer. Other opportunities to compete in inter-school sports mentioned above are all determined through the selection trial processes used in Year Six.
### YEAR 5 TEACHERS CONTACT INFORMATION

#### 2014 Year 5 Team Leaders

| Curriculum Coordinator: | Kylie McGrath |
| Team Operations Manager: | Nathan Percy |

#### Year 5 Classroom Teachers

<table>
<thead>
<tr>
<th></th>
<th>Class</th>
<th>Room</th>
<th>Ph Ext.</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>Carly Cunningham</td>
<td>5CC</td>
<td>31</td>
<td>241</td>
<td><a href="mailto:cunningham.carly.l@edumail.vic.gov.au">cunningham.carly.l@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>David Nevins</td>
<td>5DN</td>
<td>42</td>
<td>267</td>
<td><a href="mailto:nevins.david.d@edumail.vic.gov.au">nevins.david.d@edumail.vic.gov.au</a></td>
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<tr>
<td>Kate Baxter</td>
<td>5KB</td>
<td>34</td>
<td>245</td>
<td><a href="mailto:baxter.kate.e@edumail.vic.gov.au">baxter.kate.e@edumail.vic.gov.au</a></td>
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<tr>
<td>Kylie McGrath</td>
<td>5KM</td>
<td>32</td>
<td>242</td>
<td><a href="mailto:mcgrath.kylie.a@edumail.vic.gov.au">mcgrath.kylie.a@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Narelle Levy</td>
<td>5NL</td>
<td>41</td>
<td>266</td>
<td><a href="mailto:levy.narelle.l@edumail.vic.gov.au">levy.narelle.l@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Nathan Percy</td>
<td>5NP</td>
<td>33</td>
<td>246</td>
<td><a href="mailto:percy.nathan.w@edumail.vic.gov.au">percy.nathan.w@edumail.vic.gov.au</a></td>
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#### Year 5 Teachers of the Deaf

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<tbody>
<tr>
<td>Lynne Robertson</td>
<td>5KB &amp; 5NL, Fac Off 3</td>
<td>306</td>
<td><a href="mailto:robertson.lynn.e@edumail.vic.gov.au">robertson.lynn.e@edumail.vic.gov.au</a></td>
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</tr>
<tr>
<td>Sara Kenfield - Hearing Unit Coordinator</td>
<td>Fac Off 1</td>
<td>205</td>
<td><a href="mailto:Kenfield.Sara.E@edumail.vic.gov.au">Kenfield.Sara.E@edumail.vic.gov.au</a></td>
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<td>Jennifer Bartley</td>
<td>5DN</td>
<td>42</td>
<td>267</td>
<td><a href="mailto:bartley.jennifer.a@edumail.vic.gov.au">bartley.jennifer.a@edumail.vic.gov.au</a></td>
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<tr>
<td>Lorraine McLennan</td>
<td>5KM</td>
<td>32</td>
<td>242</td>
<td><a href="mailto:mclennan.lorraine.j@edumail.vic.gov.au">mclennan.lorraine.j@edumail.vic.gov.au</a></td>
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<td>Raelene Turpin</td>
<td>5NL</td>
<td>41</td>
<td>266</td>
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### YEAR 6 TEACHERS CONTACT INFORMATION

#### 2014 Year 6 Team Leaders

| Curriculum Coordinator: | Amy Dewar |
| Team Operations Manager: | Kevin Greenway |

#### Year 6 Classroom Teachers

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<td>6AD</td>
<td>48</td>
<td>277</td>
<td><a href="mailto:dewar.amy.e@edumail.vic.gov.au">dewar.amy.e@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Brianna Lee</td>
<td>6BL</td>
<td>47</td>
<td>278</td>
<td><a href="mailto:lee.brianna.b@edumail.vic.gov.au">lee.brianna.b@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Emily Connell</td>
<td>6EC</td>
<td>46</td>
<td>279</td>
<td><a href="mailto:connell.emily.c@edumail.vic.gov.au">connell.emily.c@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Kevin Greenway</td>
<td>6KG</td>
<td>45</td>
<td>272</td>
<td><a href="mailto:greenway.kevin.m@edumail.vic.gov.au">greenway.kevin.m@edumail.vic.gov.au</a></td>
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<tr>
<td>Stephanie Illing</td>
<td>6SI</td>
<td>43</td>
<td>273</td>
<td><a href="mailto:illing.stephanie.s@edumail.vic.gov.au">illing.stephanie.s@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Tiffany Kumnick</td>
<td>6TK</td>
<td>44</td>
<td>276</td>
<td><a href="mailto:kumnick.tiffany.t@edumail.vic.gov.au">kumnick.tiffany.t@edumail.vic.gov.au</a></td>
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<td>6AD, 6BL &amp; 6KG</td>
<td>Fac Off 2</td>
<td>206</td>
<td><a href="mailto:knight.kristen.k@edumail.vic.gov.au">knight.kristen.k@edumail.vic.gov.au</a></td>
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<td>45</td>
<td>272</td>
<td><a href="mailto:kydd.megan.m@edumail.vic.gov.au">kydd.megan.m@edumail.vic.gov.au</a></td>
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<tr>
<td>Jannette Norman</td>
<td>6KG</td>
<td>45</td>
<td>272</td>
<td><a href="mailto:norman.jannette.jk@edumail.vic.gov.au">norman.jannette.jk@edumail.vic.gov.au</a></td>
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<tr>
<td>Claire Pask</td>
<td>6AD</td>
<td>48</td>
<td>277</td>
<td><a href="mailto:pask.claire.c@edumail.vic.gov.au">pask.claire.c@edumail.vic.gov.au</a></td>
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We thank you for your cooperation and look forward to a productive year.

**The Years 5 & 6 Teams**

![Inquiry comes in many forms](image)