Dear Parents,

The children are now well into the routine of the school day and are making a pleasing start to their learning at Mount View Primary School. We value the Wednesday being available for assessment and interviews, with the additional benefit of the children having a well needed rest day.

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**

IBM (2009) – *Making the PYP Happen*

<table>
<thead>
<tr>
<th><strong>Inquirers</strong></th>
<th><strong>Knowledgeable</strong></th>
<th><strong>Thinkers</strong></th>
<th><strong>Communicators</strong></th>
<th><strong>Principled</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jī jí tàn jiù</td>
<td>Zhī shì yuān bó</td>
<td>Qín yú sāi kǎo</td>
<td>Shàn yú jiāo liù</td>
<td>Jiān chí yuān zé</td>
</tr>
<tr>
<td>积极探究</td>
<td>知识渊博</td>
<td>勤于思考</td>
<td>善于交流</td>
<td>坚持原则</td>
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<tr>
<th><strong>Open-minded</strong></th>
<th><strong>Caring</strong></th>
<th><strong>Balanced</strong></th>
<th><strong>Risk-Takers ~ Courageous</strong></th>
<th><strong>Reflective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Xiōng jīn kāi kuò</td>
<td>Dōng de guān’ài</td>
<td>Quán miàn fā zhǎn</td>
<td>Yǒng yú cháng shì ~ Yong gǎn</td>
<td>Jí shì fān sǐ</td>
</tr>
<tr>
<td>胸襟开阔</td>
<td>懂得关爱</td>
<td>全面发展</td>
<td>勇于尝试 ~ 勇敢</td>
<td>及时反思</td>
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</tbody>
</table>

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”.

A brief outline of important information that will assist the continued smooth operation of learning in Preps follows.

**EARLY YEARS LEARNING AND DEVELOPMENT OUTCOMES**

Children learn at different rates, in different ways and at different times. Their development is not always easy or straightforward. For some children and families, learning and development involves considerable struggle and requires much perseverance. The Victorian Framework identifies five Early Years Learning and Development Outcomes for all children from birth to eight years. They are:

- Children have a strong sense of identity (identity)
- Children are connected with and contribute to their world (community)
- Children have a strong sense of wellbeing (wellbeing)
- Children are confident and involved learners (learning)
- Children are effective communicators (communication).

**Outcome 1: Children have a strong sense of identity**

Relationships are the foundations for children's construction of identity. In order to form a strong sense of self, children need to build secure relationships first within the family and then with caring, attentive adults in other settings. For babies and young children, strong attachments are critical. Children's positive experiences of relationships and places support their understanding of themselves as secure, significant and respected individuals. A positive sense of identity strengthens children's interest and skills in being active participants in their communities.

**Outcome 2: Children are connected with and contribute to their world**

From birth, children live and learn with others in families, early childhood settings and local communities. Children’s connectedness with and different ways of belonging to people, country and communities help them to learn ways of being, reflecting the values, traditions and practices of their families and communities. As children move into early childhood settings and then schools, they broaden their experiences, relationships and communities. Over time and with opportunity and support, the ways in which children connect and participate with others increase. Participating in their communities strengthens children’s sense of identity and wellbeing.
Outcome 3: Children have a strong sense of wellbeing
During early childhood, the foundations for social, emotional and spiritual wellbeing are laid. Wellbeing includes good mental and physical health, feelings of happiness and satisfaction. Relationships that are warm and supportive assist babies to express feelings such as joy, sadness, frustration and fear, and support strong attachments. Children’s resilience helps them to regulate and balance their emotions to cope with day-to-day stresses and challenges. The readiness to persevere and ‘have a go’ when faced with unfamiliar and challenging learning situations provides children with a sense of achievement. It also teaches children to be flexible and adapt to new environments and events. With support and guidance, children can learn to manage disappointments, frustration and loss.

Outcome 4: Children are confident and involved learners
Children learn in the context of their families and community. Throughout the early years, children acquire knowledge and skills that form the foundations of their later achievement. They learn how to learn and they develop dispositions for learning and a sense of agency, where children are able to make decisions and choices, to influence events and to have an impact on their world.

Outcome 5: Children are effective communicators
Children communicate with others from birth. They begin by using gestures, visual and non-verbal cues, sounds, language and assisted communication in forming relationships. Over time, communication becomes more intentional. Children’s wellbeing, identity and sense of agency are dependent on their communication skills and are strongly linked to their capacity to express their feelings and thoughts, and to be understood. Most children are innately social, creative and motivated to exchange ideas, thoughts, questions and feelings. Children respond non-verbally and verbally to what they see, hear, touch, feel and taste. Through relationships with responsive adults, they take turns to explore sound and movement patterns, sing songs and are exposed to chants and rhymes.

Maintenance of first language is important for children’s identity, wellbeing, communication and learning. Children can successfully learn English as a subsequent language through quality exposure to English, explicit modelling and language teaching and appropriate time to acquire the new language. Children’s rich spoken language, as well as their gestures and actions, underpin the development of basic literacy and numeracy concepts.

STAGES OF LEARNING - PREPS

Learners in their first year of schooling begin to develop social skills such as understanding classroom behaviour and making connections between school and home. Through curiosity and encouragement they take an interest in learning, begin to learn basic literacy and numeracy skills and develop some simple technical and coordination skills.

Key characteristics of students at this level include:
✓ building a sense of belonging
✓ understanding classroom values and practices
✓ making connections between school and home
✓ building positive behaviours
✓ engaging behaviourally, emotionally and cognitively
✓ developing curiosity and intrinsic motivation
✓ expressing ideas and feelings through a variety of artistic forms
✓ mastering technical skills
✓ developing physical capacities and an awareness of their own health needs.

Students have a sense of belonging and socialise in a way where they understand and accept the values and practices of the classroom, contributing ‘to the development of positive social relationships in a range of contexts’ (Interpersonal Development). This process is aided when students feel socially and emotionally secure and are supported by their peers, teachers and family.

As students develop a sense of belonging they will be more likely to follow the rules, participate in activities and appreciate opportunities, take turns and consider the feelings of others, focus their attention for extended periods, find satisfaction and enjoyment in learning, and have enough trust to take risks such as asking and answering questions, performing in front of groups and creating novel ideas during activities. This behaviour is supported by the development of simple organisational and listening skills, and a capacity to follow instructions.

Students will spend significant time mastering technical competence by discovering how, and for what purpose, objects and systems work, and by practising tasks that include the forming of letters and numbers. They ‘recognise how sounds are represented alphabetically and identify some sound–letter relationships’ (English: Reading), and ‘count the size of small sets using the numbers 0 to 20’ (Mathematics: Number). They also begin to develop the skills of keyboarding and navigating computer systems, drawing, measuring quantities and constructing models.

Students respond to novelty and this curiosity is the basis for asking questions and developing explanations for events. They make works of art that express and communicate ideas and feelings about themselves and their world, exploring
and using ‘a variety of arts elements (on their own or in combination), skills, techniques and processes, media, materials, equipment and technologies in a range of arts forms’ (The Arts: Creating and Making). At times they become deeply focused and will demonstrate the capacity to avoid distraction. They are introduced to concepts like time, space, safety, feelings, location and beauty by using their personal experience, texts and their environment as a starting point for learning.

With support from their teachers, students test ideas and beliefs, identify inaccuracies and make adjustments to improve. They learn about basic patterns by identifying similarities and differences, sorting and sequencing. They learn about processes by knowing how to organise their resources and time, by understanding rules and consequences, by making comparisons, and by discussing thoughts and ideas, as well as offering explanations.

They enrich their imaginations by playing games, making links between their own experiences and the ideas in texts, by discovering difference, by interpreting and appreciating the work of others, by exploring their senses, and by sharing and participating in group projects. They also engage in a variety of physical activities and gain an appreciation of basic health needs, including the performance of ‘basic motor skills and movement patterns, with or without equipment, in a range of environments’ (Health and Physical Education: Movement and Physical Activity).

**CURRICULUM OVERVIEW - PREPS**

The Australian Curriculum and Victorian Essential Learning Standards (AusVELS) make it easier for schools to create an environment for our youngest students to learn and achieve in their Prep year. From an AusVELS perspective, the first year of schooling is referred to as the Foundation Level.

Literacy, numeracy, interpersonal development, physical wellbeing and the arts are important areas to develop in Prep. The table below shows where standards are set for assessment and reporting in the Prep year. Standards are set in these areas only because these are the highest priority for learning at this level. Schools devote more time to these areas since they have been set as a priority at Prep.

<table>
<thead>
<tr>
<th>Physical, Personal and Social Learning</th>
<th>Discipline-based Learning</th>
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<tbody>
<tr>
<td>Health and Physical Education</td>
<td>The Arts</td>
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<tr>
<td>Interpersonal Development</td>
<td>English</td>
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<td></td>
<td>Mathematics</td>
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</table>

Varied activities and a vibrant classroom are important for a growing child in Prep. It is here that students can develop positive attitudes to learning. Understanding what it means to be a good friend, have a good friend and care for and work with others is part of their development.

As students finish Prep they have learnt basic literacy and numeracy skills and mastered simple motor and coordination skills. They have started to learn how to work together in class. They have participated in physical activities building their potential and expressed ideas and feelings in their work in the arts.

The more children practise their skills, the more confident they become and the more they are likely to enjoy learning. There are opportunities for parents and schools to work together to encourage children’s desire to learn, for example parents reading to their children and helping them enjoy books.

**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

References: IB (2008) *Towards a Continuum of International Education*
builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.

**Foundation (Prep) to Level 2 (Year 2)**

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Level 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these levels aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Level 2 develops students’ skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

**Speaking and Listening**

Students will be listening and responding in situations that are familiar to them. They will be learning to speak and listen appropriately in classrooms, taking turns in discussions and using spoken language to establish social relationships with their peers and teachers. They will learn to identify various types of speaking and listening, for example: conversation, oral presentation, reading aloud, questioning meaning and rephrasing their own language.

**Reading and Viewing**

As children begin to show some development in their reading skills, books will be sent home. This will occur in stages over a period of time as children exhibit understanding of some basic concepts of print and are able to recognise some words. As the children’s skills increase, reading from as many sources as possible is encouraged to develop positive attitudes and refined skills.

**Tips for parents:** Home reading is essential. Once home borrowing is commenced your child should be reading with, and for, another person for at least ten minutes outside school hours. Before commencing to read it is a good idea to begin with a brief discussion about the book, or ‘walk through’ the book, to familiarise the reader with setting and characters. When listening to your child read please encourage concentration on their expression and fluency and occasionally close the book and ask for a prediction of what may happen next, or ask questions exploring their understanding of the text.

It is important that reading is done with your child, to your child and by your child.

**Writing**

Children will be encouraged to write freely on a variety of topics and to “have a go” at unknown words. At this stage correct spelling is not expected for all words and the emphasis is upon writing to express ideas. Gradually students are introduced to different reasons for writing, such as narrative, report and recount.

Spelling accurately and being able to identify and understand the meaning of words is an integral part of both the writing and reading process. Students will become thoroughly familiar with the letters of the alphabet by name and sounds, and with this knowledge will begin to approximate spelling of words, thus building and developing a recognition vocabulary. They will be:

- introduced to an extended list of commonly used words and acquire competence in spelling them.
- encouraged to attempt unknown words.
- introduced to strategies to spell three-letter words correctly.

**Tips for parents:** Ask your child to read his or her ‘story’ if you cannot decipher it. Over-correction of spelling errors may discourage the free flow of writing. Offer to ‘help’ with spelling rather than ‘correct’ after the event. Make genuinely positive comments whenever possible.

**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.**
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.

Foundation – Level 2
These levels lay the foundation for learning mathematics. Students at this level can access powerful mathematical ideas relevant to their current lives and learn the language of mathematics, which is vital to future progression.

Children have the opportunity to access mathematical ideas by developing a sense of number, order, sequence and pattern; by understanding quantities and their representations; by learning about attributes of objects and collections, position, movement and direction, and by developing an awareness of the collection, presentation and variation of data and a capacity to make predictions about chance events.

Understanding and experiencing these concepts in the early levels provides a foundation for algebraic, statistical and numerical thinking that will develop in subsequent levels. These foundations also enable children to pose basic mathematical questions about their world, to identify simple strategies to investigate solutions, and to strengthen their reasoning to solve personally meaningful problems.

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 the Foundation level:
- Understanding includes connecting names, numerals and quantities
- Fluency includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects
- Problem Solving includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer
- Reasoning includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length

The approach to teaching and learning Mathematics throughout the Prep Year involves:
- learning by activity – developing links between everyday language and mathematical activity
- teaching from a base of concrete experience from which students build mathematical ideas
- providing a variety of classroom activities and using a variety of resources
- catering for individual differences by providing open-ended tasks
- allowing time for growth

PERSONAL LEARNING
With teacher support, students make links with their existing experiences and develop the view that learning is exploratory, fun and rewarding. Students begin to reflect on themselves as learners in particular on their feelings about learning. Students begin to take initiative as learners by asking questions when needed.

INTERPERSONAL DEVELOPMENT
Children develop their interpersonal skills as they interact with other students, teachers and other adults. The focus is on how Prep children develop friendships, learn to share and take turns, identify the qualities of a friend and respect the rights and feelings of others.

Specific information about the AusVELS for each subject discipline and year level can be accessed at http://ausvels.vcaa.vic.edu.au/
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 Prep programme of inquiry for 2014 is shown on the next page.

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 Victorian Essentials Learning Standards (AusVELS) documents.

HOME LEARNING
In Preps, it is our expectation that at this level your child will be read to and will read with you, and as his/her reading skills develop, read to you for a minimum of 15 minutes each night. This might include reading words from a list, reading ability based books or reading books from the library or home.

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
- helping to balance the amount of time spent between homework and recreational activities such as watching television or playing computer games
- attending school events, productions or displays their child is involved in
- talking to teachers to discuss problems with homework
- 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.

References: IB (2008) Towards a Continuum of International Education
HOME LEARNING continued

DEECD Guidelines regarding homework

**Years Prep to 4**

Prep to Year 4 homework should not be seen as a chore. Homework will:

- enable the extension of class work by practising skills or gathering extra information or materials
- mainly consist of daily reading to, with, and by parents/caregivers or older siblings.

This will generally not exceed 30 minutes a day and not be set on weekends or during vacations.

**SPECIALIST PROGRAMS**

**LANGUAGES - MANDARIN - PATHWAY 1 - YEARS PREP TO 4**

Students study language through themes and topics that introduce the key idea of the language domain: that many societies and many people within Australia normally use languages other than English for communication. The dimensions are integrated to provide opportunities for students to exchange information and ideas based on the theme and topic, and the individual student’s language competence at this level. Activities that are appropriate at these levels may vary. The particular writing system used in the language being studied will affect the emphasis of the activities.

**PERFORMING ARTS**

Singing is an important weekly component of music lessons and song material is often linked to class themes. Students learn to sing and perform a variety of songs and game songs as a group and individually, and are able to develop their understanding of basic music concepts through singing, song games, music appreciation and group instrumental work. Basic music concepts explored in at this level include beat, pitch, tempo, dynamics, tone colour, texture, form and style.

An understanding of beat is developed through body movement and use of percussion instruments. Students are able to develop their knowledge of basic rhythmic elements through instrumental and creative work. Throughout the year students also participate in other Performing Arts activities including movement, dance and drama. Parents have many opportunities to see children perform at school assemblies and concerts.

**PHYSICAL EDUCATION AND PERCEPTUAL MOTOR PROGRAM (PMP)**

During the Prep Year students practise movements such as running, hopping, rolling, climbing, throwing, catching, kicking and striking. They explore various ways to move that incorporate stopping, starting, changing direction, changing speed and using space. Students learn and adhere to rules that aid participation and co-operation. Students also participate in one session per week of PMP to develop their skills of balance, locomotion, eye/hand/foot co-ordination and fitness.

**VISUAL ARTS**

Students are given the opportunity to experiment with different materials, tools and processes to develop their confidence in expressing themselves in the visual arts. Students develop skills through the introduction of different techniques and processes in varied methods of manipulating media and tools, in the areas of drawing, painting, printing and modelling. Students at this level will be exposed to a wide range of media, the emphasis being on communicating ideas, responding to art and above all, experimentation and learning through play.
# PREP PROGRAM OF INQUIRY – 2014

<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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</thead>
<tbody>
<tr>
<td><strong>WHO WE ARE</strong></td>
<td><strong>WHERE WE ARE IN PLACE AND TIME</strong></td>
<td><strong>HOW WE ORGANISE OURSELVES</strong></td>
<td><strong>SHARING THE PLANET</strong></td>
</tr>
<tr>
<td>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>An inquiry into orientation in place &amp; time; personal histories; homes &amp; journeys; the discoveries, explorations &amp; migrations of mankind; the relationships between &amp; the interconnectedness of individuals &amp; civilizations, from local &amp; global perspectives.</td>
<td>An inquiry into the interconnectedness of human-made systems &amp; communities; the structure &amp; function of organizations; societal decision-making; economic activities &amp; their impact on mankind &amp; the environment.</td>
<td>An inquiry into rights &amp; responsibilities in the struggle to share finite resources with other people &amp; with other living things; communities &amp; the relationships within &amp; between them; access to equal opportunities; peace &amp; conflict resolution.</td>
</tr>
<tr>
<td><strong>Lines of Inquiry:</strong></td>
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</tr>
<tr>
<td>Physical, social &amp; emotional characteristics (Form)</td>
<td>Personal histories (Form)</td>
<td>Food production (Form)</td>
<td>The senses living things use (Form)</td>
</tr>
<tr>
<td>Healthy lifestyle (Function)</td>
<td>How family culture and traditions continue over time (Change)</td>
<td>The process of change from farm to plate (Change)</td>
<td>How people’s actions impact the environment (Causation)</td>
</tr>
<tr>
<td>Personal abilities &amp; interests – similarities and differences (Reflection)</td>
<td>Diversity of families (Form)</td>
<td>Application of materials for a variety of purposes eg. use of whole cow (Connection)</td>
<td>The management of waste resources (Responsibility)</td>
</tr>
<tr>
<td><strong>Learner Profile Attributes:</strong></td>
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<td>Reflective</td>
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<td>Principle</td>
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<tr>
<td>Caring</td>
<td>Open Minded</td>
<td>Inquirer</td>
<td>Knowledgeable</td>
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<tr>
<td>Balanced</td>
<td></td>
<td>Thinker</td>
<td>Caring</td>
</tr>
</tbody>
</table>

**Learner Profile Attributes:**
- Reflective
- Caring
- Communicators
- Open Minded
- Balanced
- Inquirers
- Inquirer
- Principle
- Knowledgeable
- Caring
- Thinker

**CI: Awareness of our characteristics, abilities & interests impacts our mental and physical development.**

Lines of Inquiry:
- An inquiry into:
  - Physical, social & emotional characteristics (Form)
  - Healthy lifestyle (Function)
  - Personal abilities & interests – similarities and differences (Reflection)

**CI: Family histories help shape who we are today**

Lines of Inquiry:
- Personal histories (Form)
- How family culture and traditions continue over time (Change)
- Diversity of families (Form)
- Responsibilities within the family (Responsibility)

**CI: Many products go through a process of change before they are consumed or used.**

Lines of Inquiry:
- Personal histories (Form)
- How family culture and traditions continue over time (Change)
- Diversity of families (Form)
- Responsibilities within the family (Responsibility)

**CI: Living things use their senses to understand the world around them.**

Lines of Inquiry:
- Personal histories (Form)
- How family culture and traditions continue over time (Change)
- Diversity of families (Form)
- Responsibilities within the family (Responsibility)

**CI: People have a responsibility to make informed choices when considering their impact on the environment.**

Lines of Inquiry:
- Personal histories (Form)
- How family culture and traditions continue over time (Change)
- Diversity of families (Form)
- Responsibilities within the family (Responsibility)

**CI: Cultures have stories that can be told in different ways to express values and to teach.**

References: IB (2008) *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 8:50 (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 late arriving – after 8:50am – they must go to the main office and sign in.

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
## Prep Teachers Contact Information

<table>
<thead>
<tr>
<th>Prep Classroom Teachers</th>
<th>Class</th>
<th>Room</th>
<th>Ph Ext.</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yvonne Allen</td>
<td>0YA</td>
<td>19</td>
<td>227</td>
<td><a href="mailto:allen.yvonne.g@edumail.vic.gov.au">allen.yvonne.g@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Emily Carkeek</td>
<td>0EC</td>
<td>21</td>
<td>229</td>
<td><a href="mailto:carkeek.emily.j@edumail.vic.gov.au">carkeek.emily.j@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Avril McKenna</td>
<td>0AM</td>
<td>15</td>
<td>224</td>
<td><a href="mailto:mckenna.avril.bl@edumail.vic.gov.au">mckenna.avril.bl@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Emily Curtis</td>
<td>0EM</td>
<td>14</td>
<td>223</td>
<td><a href="mailto:curtis.emma.m@edumail.vic.gov.au">curtis.emma.m@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Val Greenway</td>
<td>0VG</td>
<td>16</td>
<td>225</td>
<td><a href="mailto:greenway.valda.e@edumail.vic.gov.au">greenway.valda.e@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Kasia Warykowska</td>
<td>0KW</td>
<td>13</td>
<td>222</td>
<td><a href="mailto:warykowska.kasia.k@edumail.vic.gov.au">warykowska.kasia.k@edumail.vic.gov.au</a></td>
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<tr>
<th>Prep Teachers of the Deaf</th>
<th>Class</th>
<th>Room</th>
<th>Ph Ext.</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Ketts</td>
<td>0EC &amp; 0VG</td>
<td>Fac Off 2</td>
<td>206</td>
<td><a href="mailto:ketts.Christine.M@edumail.vic.gov.au">ketts.Christine.M@edumail.vic.gov.au</a></td>
</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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prep Education Support Officers (ESO)</th>
<th>Class</th>
<th>Room</th>
<th>Ph Ext.</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanne Pezzimenti</td>
<td>0YA</td>
<td>19</td>
<td>227</td>
<td><a href="mailto:pezzimenti.joanne.j@edumail.vic.gov.au">pezzimenti.joanne.j@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Raelene Turpin</td>
<td>0YA</td>
<td>19</td>
<td>227</td>
<td><a href="mailto:turpin.raelene.p@edumail.vic.gov.au">turpin.raelene.p@edumail.vic.gov.au</a></td>
</tr>
</tbody>
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We thank you for your cooperation and look forward to a productive year.

**The 2014 Prep Team**