Grade Information Book

Grade 4 - 2015

Linden Johnston
Quent Kidgell
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Apollo Parkways Primary School
Welcome

Welcome to Grade 4 for 2015. The Grade 4 teachers work as a team, share planning and preparation across the curriculum that supports consistency within the team. The details in this booklet will give you an overview of our programs and procedures in the Grade 4 area. If you have any queries arising from this booklet you can discuss these with your child’s teacher during the first Parent Teacher Meeting to be held in February.

Highlights

The Grade 4 year has many highlights. In Term 1 our Well Being unit will culminate in rotational activities, which will reflect the understandings we have achieved in our unit and will also enable teachers to get to better know students from other grades.

In Term 2 our Cultural Diversity unit will be enhanced by an excursion to the Immigration Museum where we learn so much about people from different cultures who have come to Australia, and the effect they have had on developing our culture.

In Term 3 our Science unit is based on chemical science, and students are given many hands on opportunities to explore the different properties of materials. One of the highlights of this unit is two sessions with a visiting expert from Monash University. We anticipate that we will also be undertaking the production of animations in this term.

Our Grade 4 camp to Phillip Island Adventure Resort will be held from Monday November 30 to Wednesday December 2 in Term four.

Contact details

Where possible, messages should be relayed through the Main Office / Reception.

If you need to contact the school to relay important information to your child’s classroom teacher, please ring the school office first. This procedure prevents interruption to the classroom activities.

If you need to speak with the teacher urgently, please inform the office staff and you will be put through to the classroom.

The school contact number is: 9433 1300
The school website address is: www.apolloparkps.vic.edu.au
The school email address is: apollo.parkways.ps@edumail.vic.gov.au

Staff

The Grade 4 teachers for 2015 are:

- Mrs Pamela O’Brien - Grade 4O Room 11 (Team Leader)
- Mrs Linden Johnston - Grade 4J Room 13 (Curriculum Leader)
- Mr Quent Kidgell - Grade 4K Room 9
- Miss Alicia Tabone - Grade 4A Room 10
- Mrs Tara Ollerenshaw - Grade 4T Room 12

The specialist teachers working with Grade 4 in 2015 are:

- **Music & Performing Arts**: Mr Timothy Rhodes
- **Visual Art**: Mrs Janice Bowie
- **Physical Education**: Ms Jan Arney
- **Languages - Italian**: Signora Celeste Licastro & Signora Maria DiPierro
As a whole school we commence the year with a common unit of work – Linking to Thinking. Through this unit all teachers and children engage in a sequential range of activities that support the development of a culture of learning that underpins all aspects of our school and its teaching and learning programs. Learners are most successful when they are mindful of themselves as learners and thinkers within a learning community.

During this unit teachers and students at all levels work collaboratively on activities such as revisiting our school values and our school rules, establishing classroom rules and routines and determining behaviours to achieve optimum learning. These units also encourage students to get to know one another and cooperate with new friends. Each grade level has an overarching question that the unit explores. In Grade 4 it is What is my preferred learning style?

One of the ongoing activities that begin at this time is the completion of our Grade 4 Code of Conduct booklet. These books are an important part of our student management and behaviour process.

The following statements are contained in your child’s booklet.

**The 5Cs -** Caring, Courtesy, Co-operation, Contribution, Consideration.

**Classroom Rules** - We have rules and responsibilities in our classroom. We contribute our ideas and work out our rules with our classroom teacher.

**Manners** - Using good manners and being truthful makes everyone happy.

**Rules** – Be friendly and encourage others.

**School Rules** – School rules help keep us safe and help us to have fun. Be aware of the Grade 3 & 4 playground and play safely. We include our friends and others in our games. Exclusion is a form of bullying.

**Behaviour and Playing** - Play fairly. Use acceptable language and treat others with respect.

**Behaviour and Playing** - Walk quietly through the school buildings. Walk on all concrete surfaces when in the playground. Be careful when walking around corners

**Uniform** – We wear correct uniform at all times.

**Punctuality and Organisation** - Being punctual is a good way to start the day.

**Health and Hydration** - Using a water bottle in the classroom helps keep my body hydrated.

**Responsibility** - Be responsible for your own belongings and be clean and tidy. Take responsibility for your decisions.

**Contribution** - Let’s be involved in our schoolwork and do our personal best.

**Cybersafety** – Technology & internet@apollo contract to be signed by students.

Once complete, your child’s Code of Conduct booklet will come home for you to sign. The expectation is that your child will share it with you, you will then sign it and they will return it to school.
AusVELS

The AusVELS provides a single curriculum for all Victorian government and Catholic schools, for students from Prep (foundation year) to Year 10. AusVELS provides a single, coherent and comprehensive set of prescribed content and common achievement standards for schools to use in the planning of teaching and learning programs and the assessment of students. The AusVELS curriculum incorporates the Australian Curriculum within a framework that reflects particular Victorian priorities and approaches to teaching and learning.

Further information about the Grade 4 level 4 curriculum can be found at http://ausvels.vcaa.vic.edu.au/Level4

Whilst AusVELS specifies a learning entitlement and achievement standard for each subject our teachers plan for the different ability levels in their classroom. Activities are differentiated to provide support and extension for children operating both below and above the expected level. It is our aim to challenge all students and provide learning opportunities that meet their needs as they move along the learning continuum.

English

Reading and Viewing

Students will be immersed in a variety of reading activities. These will include sequencing and cloze activities as well as a variety of activities which focus on setting, plot, characterisation, authors, book reports and comprehension. A wide range of materials including fiction, non-fiction, newspapers, poetry, personal writing, songs, computer programs and the Internet will be used in the classroom program.

The aim of our program is for students to read as widely as possible from a variety of sources and to develop their comprehension skills. Students will work in instructional groupings on a regular basis. The format of a lesson frequently takes the form of ‘whole, small, whole’, whereby the grade undertakes activities, reading or discussion together, breaks into instructional groupings for specific reading tasks, and then regroups to share work.

In Grade 4 students select Take Home Reading books from the school library, public library or home libraries. They are encouraged and guided to make their own selections, thus developing the skills needed to become independent readers. Students are expected to read for approximately 20 minutes for at least 5 nights a week. They record their home reading in their communication diaries each night. Students have been given classroom guidance about this procedure as well as an instruction sheet which should be attached to the inside front cover of their diaries.

We suggest that parents go through these instructions with their child and ensure that the diary is signed at the end of every week. Please make some time to check that your child is actually doing the reading before signing each week.

If you are concerned that your child is not doing the required quota of reading, please make a note of this in the diary so that teachers can discuss the issue with the student.

Although by Grade 4 many students are independent readers, we believe it is important that time is given during the week to listen to your child read, to ask them questions about the content of their books and also to model reading.
Writing

Writing will take the form of directed and free choice writing activities. Through these activities, students’ understanding of the writing process will be further developed, as will their ability to use the process of drafting and revising a piece of writing. Over the year, students will be involved in: writing workshops; journal; diary; genre development; projects; writing up scientific observations; sentence structure clinics; poetry writing; grammar; spelling; punctuation and proof reading and editing activities. Students will work in small instructional groups to complete writing activities on a regular basis.

Spelling

Spelling is part of the writing process and as such our spelling words often come from the students’ writing. Other spelling words will be derived from the Oxford spelling list, sound and grammar groupings and words linked to the integrated curriculum units. Students will develop skills which will help them identify spelling errors and strategies to improve spelling techniques. Learning specific word lists will be a focus of some Homework activities throughout the year. Activities will include Look Say Cover Write Check, putting words into sentences which make their meaning obvious and using dictionary definitions.

Handwriting

Students will continue to develop a fluent, neat and personal handwriting style based on the Victorian Modern Cursive Script. By Grade 4, all students should be joining letters. Pen licences are given in the second half of the year depending on readiness.

Speaking and Listening

Students are encouraged to develop their oral language skills through presentations, discussions, shared experiences, drama, poetry, songs, riddles, devising their own plays and question and answer activities. A guide to the elements of quality oral presentations is provided and discussed with the students prior to a task being set, and is referred to throughout the year.

Mathematics

In Grade 4 the following areas are the focus of the mathematics program. The content is covered over the course of the year.

Number and Algebra

- Automatic response, number facts to 100, counting skills to 99,999
- Tables: x2 to x10
- Place Value to 99,999
- Reading and writing numbers to 99,999
- Writing numbers in words to 99,999
- The four Processes: addition, subtraction, multiplication with renaming (carrying) and division with renaming and remainders.
- Fractions and Decimals to hundredths
- Pattern/Algebra
- Money

Measurement and Geometry

- Using units of measurement for length, mass, capacity, temperature, area and time
- Shape
- Location and transformation
- Geometric reasoning
Statistics and Probability

- Chance
- Data Representation and Interpretation

As with reading, the ‘whole, small, whole’ approach is frequently utilised during mathematics lessons. Students are regularly assessed to ascertain their level of understanding of the focus topics, and appropriate activities are undertaken to build on skills and to extend those students who have a sound understanding of the concepts at this level.

We have developed a problem solving strategy chart which is provided for each student to refer to during mathematics sessions. These strategies will be used throughout the year to assist in the development of students’ ability to work through problem solving activities.

Integrated Curriculum

Students learn most effectively when they are engaged in study that is interesting and meaningful to them. An integrated approach provides children with such an environment as it allows them to delve fully into all aspects under investigation.

In Grade 4 the integrated curriculum units that will be implemented in 2015 are:

Term 1 – Linking to Thinking followed by Well Being: Health and Happiness

Term 2 – Cultural Diversity: Our Own Origins.

Term 3 – Science – Chemistry: ‘What’s the Matter?’

Term 4 – Global Balance: Act Local, Think Global

During these units a variety of thinking tools are used. These include De Bono’s Thinking Hats, Art Costa’s Habits of Mind, Tony Ryan’s Thinker’s Keys and many Quality Tools that promote and develop student thinking. Many activities are open ended, cater for different learning styles and encourage students to work constructively and cooperatively in small groups with their peers.

Technology

The students at Apollo Parkways use technology to communicate, investigate, design, create and think visually. They have access to digital cameras, video cameras, iPads, desktop computers, laptops, presentation televisions and digital microscopes. These learning tools enable our students to be active learners and problem solvers at school and beyond. Our students are exposed to a variety of programs that enrich their learning environment. The technology is integrated into every classroom and the hardware and software is managed and maintained by our technology manager, Mrs Amy Eames-Mayer and our two technical support staff: Mr Andy Milne and Mr Nathan Manoussakis.

The students in every Grade 4 classroom have access to 6 laptops and 1 desktop to support their learning.

A specific opportunity for students to utilise the technology skills they have developed will be provided when students undertake the creation of an animation.

Additional Assistance

In 2015 we will continue our Language & Literacy Support Program, providing a range of students, across grade levels, with additional assistance in the development of language and literacy skills. These programs involve either individual or small groups of students working with a teacher or speech pathologist to address identified needs. At the junior grade levels these programs focus on the development of phonological awareness skills that support literacy, whilst in the senior grades the students generally work on the development of language, writing and comprehension skills.
Pegasus

The Pegasus program is designed to further support the education of highly capable and talented students. In addition to the classroom provision we support selected students with a small group withdrawal program. The selection of students is based on teacher reporting judgements that indicate student performance is well above the expected level for their current grade level. We endeavour to identify the most capable students in that particular year level. A different focus is selected each term to ensure that a range of talents is catered for and a variety of students are given opportunity to participate within this program.

Grade 4 children participate with the Grade 3 children during term one, two, and three and then they work alongside the Grade 5 students during term four.

If your child is selected you will receive a letter informing you of their involvement in a program prior to its commencement.

Our Pegasus coordinator, Mrs Amy Eames-Mayer, will teach a majority of the Pegasus Programs in 2015.

G.A.T.E.ways

Some students will be offered the opportunity to participate in the G.A.T.E.ways program. This extension program is offered by a privately run organisation to primary school aged children during school times. Participation is optional and parents are required to pay for their child to participate if they accept the offer. You will receive information regarding your child’s possible involvement if they are identified as potentially benefitting from inclusion. This identification may be the result of a class teacher or school recommendation or a formal assessment and report from an authorised specialist.

Mrs Karen Dixon coordinates and manages the dissemination of information for our school regarding enrolment into these programs.

Camping program

The school’s camping program enables students to further their learning and social skills development in a setting outside the classroom. Camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our school.

At Apollo Parkways we aim to provide all children with the opportunity to participate in a sequential camping program that promotes self-esteem, resourcefulness, independence, leadership, cooperation and tolerance.

The program involves the following set of experiences.

- Prep - breakfast at school with Santa
- Grade 1 - activities after school, followed by a team level dinner
- Grade 2 - an extended excursion that incorporates dinner, returning to school around 7.00pm
- Grade 3 - three day camp to Camp Curumbane (Echuca)
- Grade 4 - three day camp to Phillip Island
- Grade 5 - five day camp to Norval in Halls Gap.
- Grade 6 - five day camp to Coonawarra Farm Resort, Bairnsdale

In 2015 the students in Grade 4 will attend Phillip Island Adventure Resort in term four. The camp will be held on Monday, November 30th until Wednesday, December 2nd.

Swimming

Swimming and understanding safety in and around the water are essential life skills that all children should have the opportunity learn.
The ‘School Swimming and Water Safety Program’ published by DE&T is a “learn to swim program” that develops water confidence and provides students with basic skills in water safety and survival. By learning to swim competently, students develop skills that can be used for fun, fitness or as a competitive sport.

At Apollo Parkways Primary School our swimming program is conducted at Yarra Swim School – who employ accredited teachers for all students in the program. All students from Prep – Grade 6 have an opportunity to attend swimming throughout the year as follows:

- Term 1 - Grade 5 & 6
- Term 2 – Grade 3 & 4
- Term 4 – Prep, Grade 1 & Grade 2

All programs run for 8 sessions, with each lesson being 45 minutes. Students travel by bus to the swim school.
Staff

Music & Performing Arts:  Mr Timothy Rhodes & Mrs Maree Frisby  
Visual Art:  Mrs Janice Bowie & Mrs Amy Eames-Mayer  
Physical Education:  Ms Jan Arney & Mrs Paula Clark  
Languages - Italian:  Signora Celeste Licastro & Signora Maria DiPierro

The Arts - Music & Performing Arts

All students have a 50 minute performing arts/music session per week. Music lessons are taken in one of two dedicated music rooms. They are well equipped with a variety of percussion, string and woodwind instruments with access to computers and other music technology. The program for all grade levels is sequential and aims to develop students' skills in singing, movement, drama, instrumental work, music appreciation, composition and recording.

At Apollo Parkways we also offer a range of performance opportunities and elective programs to foster and extend student learning and talent within the performing arts. All classes focus on the performing arts culminating in the biennial whole school production.

The students in Grade 4 continue to develop their music literacy through a specialised program incorporating the use of rudimentary snare drumming. There are many opportunities for creative and expressive responses within the program where performance by individuals and group is encouraged. They can also participate in the following elective programs that run rehearsals during lunchtime once a week.

Band - Students in Grades 4, 5 and 6 have the opportunity to audition and perform as part of the school band. The group performs at school and local events held throughout the year. Our experienced music staff run the band program.

Choir- Students in Grade 3, 4, 5 and 6 have the opportunity to audition and perform as part of the school choir conducted by an experienced vocal coach.

Apollo Parkways also offers private tuition by experienced instructors in a number of vocal and instrumental disciplines. These programs run during school hours. All information for interested parents is available from the school office.

The Arts - Visual Art

All students engage in one timetabled visual art session for 50 minutes each week. Throughout the year students’ experience creating, making, exploring and responding to their own art works and those of others. They develop techniques and skills in areas including: drawing, painting, printing, construction, clay and digital photography.

Students also extend their understanding and appreciation of various art styles, principles and concepts such as colour, tone, line, pattern, repetition, contrast, texture, form, shape, symmetry, balance, perspective and viewpoint through two-dimensional and three-dimensional works.

All students in Grade 4 are required to have their own ART SMOCK to protect their school uniform from paint, clay and wet materials. Please ensure that your child’s smock is named and includes their current grade for 2015. Ideally a visible name on the front of the smock is preferred. (Smocks are available from our Uniform Shop.)
Physical Education

Physical and sport education enables the development of fitness, skills and knowledge related to health and wellbeing. Physical education is a vital part of each child’s physical, social and emotional development. All children benefit from regular physical skill development and regular participation in a wide variety of organised sporting activities.

The weekly 50 minute session covers the following areas across the year; Fundamental, gross and fine motor skills, fitness, dance, gymnastics, athletics, swimming and modified sports and major games.

The purpose of the physical education program is to enable all students to:
- develop a positive attitude to physical activity and active participation in sport
- develop skills and concepts that will enhance students' personal development
- develop an awareness of the importance of physical activity and fitness for an enjoyable healthy lifestyle
- develop social awareness and the concept of fair play
- develop foundation skills that enables children to participate in all sports

On the day that your child has physical education they should:
- wear runners (not slip on as these have no grip and are dangerous during activities)
- have a school hat
- bring a water bottle
- wear suitable sports attire, this includes shorts, netball skirt with a school polo. Tights should not be worn on the day your child has physical education.
- shoulder length hair should be tied back

Please check the timetable with your child’s classroom teacher.

Children require a note from home if they are not participating in physical education/sport due to illness or injury. If your child suffers from any medical conditions could you please ensure that the First Aid Officer, Mrs Bodycoat as well as the P.E. staff are made aware of these and we can then tailor the physical education program to accommodate your child’s needs.

Additional sports opportunities

As part of our school’s involvement in the Diamond Valley District Sports Association our school sends a representative team to the following carnivals: swimming, athletics and cross country. Students in grades 3-6 will have the opportunity to trial for selection in this representative team. Trials for each carnival are held at the following times
- swimming - December (for carnival in Feb/March)
- athletics - May
- cross country - April/May

Languages - Italian

Our Italian program aims for students to develop communication skills and the knowledge to understand the Italian language and the culture of the Italian people. Students are given the tools to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens, at a time of increasing importance and of rapid and deep globalisation. Students participate in a variety of listening, speaking, reading, viewing and writing tasks to enhance and develop their skills in Italian.

All students from Prep – Grade 6 participate in a 50 minute weekly session. Students in Grade 3 and 4 build on their language knowledge through the ongoing modelling of Italian. They read short texts, talk about daily life and adapt language that they are familiar with to new contexts. They participate in very simple interpreting and translating activities. Students begin to learn and use the basic rules of Italian grammar and spelling.
Library

Our library program operates for all students across the school. Students in Prep – Grade 2 attend a 50 minute library session weekly, whilst students in Grade 3 - 6 attend fortnightly for a 50 minute session. Sessions will be undertaken by the classroom teacher, with the assistance of our library technicians Mrs Angela Brajkovic and Mrs Yas Bodycoat.

Each library lesson will involve a book or literacy experience followed by an activity or the development of library skills. The books and literature studied at each grade level has been specifically selected for its suitability for the age group.

At each visit to the library all children are expected to borrow from the library’s vast collection of books and resources. Please check with your child on what day they visit the library and ensure that they have their books ready for returning and a bag ready for borrowing.
Assessment is a vital part of the teaching and learning process with the primary purpose being the improvement of student performance. For students and teachers assessment is an ongoing part of the classroom program.

In Grade 4, the following are some of the tools we utilise to assess student knowledge and understanding and to inform our teaching.

- Analysis of Grade 3 Maths online interview results to inform needs for individual students
- Running records in reading - for students whose Grade 3 results indicate a need for this assessment
- Common Assessment of Reading Strategies (CARS)
- OWL words (Oxford Wordlist) – spelling
- Gentry spelling test
- Work samples

The gathering, analysing and reflecting on tasks in all curriculum areas enables teachers to make informed judgements about student learning. At Apollo Parkways a variety of assessment methods provide teachers with evidence of what students know and can do, and their particular strengths and their opportunities for improvement. Teachers can then report to parents on how far their child has progressed during the year. Students also use this assessment to set their learning goals for the second semester.

Parents will receive two Victorian Government report cards each year: the first in June and another at the end of the year. Student report cards indicate performance against statewide standards using an A-E scale.

At the beginning of each year the school conducts ‘Parent Teacher Meetings’ which provide an opportunity for parents to meet their child’s classroom teacher and to share important information about their learning that may assist them to settle into a new grade with their new teacher and classmates.

At mid-year students will also be involved in ‘Student Centred Conferences’. Here your child will be able to share their strengths, opportunities for improvement and goals for the year. Their portfolio of work samples and assessment pieces will be used to support the information they provide to you during the 15 minutes of the conference.

Naturally parents can request interviews at other times throughout the year if you have concerns about your child’s development. Please contact the school to make an appointment at a mutually convenient time.

ICAS

Later in the year all students in Grades 3-6 will have the opportunity to participate in the ICAS test for English and mathematics. This is an optional activity that parents pay for if they choose for their child to participate. The University of New South Wales conducts the assessment Australia wide and provides schools with detailed information about the responses submitted by the children who participate. All children who participate are provided with a certificate from the University of New South Wales. We recognise the achievements of our students in the newsletter and at an assembly where award certificates are presented.
Homework

Homework is an important link in the learning process as it serves to reinforce what is taught at school. It is an essential part of our teaching and learning strategies, designed to build skills in our students, and implemented in a way that makes it relevant and rewarding.

Homework enables parents to be involved and share with the teacher the task of educating their children. Regular home practice encourages independent work and study habits and the use of non-school resources. Homework may assist in the development of organisational skills and children taking responsibility for their own learning.

Home reading is a vital part of the home study routine and should be undertaken each night on school days. This begins in Prep with children reading with adults at home. In Grade 1 and 2 children continue this with growing independence. Children in Grade 3 to 6 will continue with home reading, which is done in addition to the expected homework. A home reading diary is utilised from Prep to Grade 3. In Grade 4 children utilise their diary and in Grade 5 and 6 they use the reading diary app on their iPad to record their home reading.

In Grade 4 there will be an expectation of up to half an hour per night work at home, set by the school. Homework is set on Friday and needs to be returned by the following Friday. The homework in Grade 4 consists of home reading, automatic response to number facts, English, mathematics and integrated curriculum tasks.

All children in Grade 4 have a communication diary in which they record home reading. This diary is a tool for children to begin the management of their time, balancing school requirements with other activities. We ask for your support in assisting your child to utilise this diary successfully.

Classroom assistance

Your assistance in our classrooms is welcomed. We understand that not everyone is available to assist us in this way due to work commitments, the care of younger children or home commitments. At times there may be tasks that can be done at home and you may wish to indicate your willingness to assist in this way.

For those parents coming to support in the classroom this is a very special time for you to spend with both your own child and the other children in the grade and we therefore ask that you do not bring pre-school children along to the sessions.

In Grade 4 we will be commencing classroom assistance in Term one.

Parent confidentiality

Apollo Parkways Primary School is grateful to all parents who offer their time to assist in our classrooms. We do however remind you that as a parent helper you are privy to the learning of many students and therefore ask that you respect the privacy of our students and their parents – and honour the need for the strictest confidentiality.

In your role as a parent helper we ask you to support and encourage all students by praising their efforts. Be mindful of making judgements and recognise that all students learn at different rates and have different learning needs.

If at anytime you have questions or concerns please speak with the classroom teacher.
Parents taking photographs at school events

Apollo Parkways Primary School asks that any parent or visitor to our school who may be taking photographs be mindful of their use of these photographs – particularly where the photograph may include other children, either directly or in the background.

Parents should be aware that there are a number of students whose parents do not give permission for their children’s photographs to be placed on the internet – and as a school we are required to ensure that this is adhered to.

We therefore request that those taking photographs be conscious of the wishes of other parents and not post photographs on the internet or social media sites.

School uniform

Apollo Parkways Primary School operates with a compulsory school uniform as a way of strengthening students’ sense of belonging, unity and identity. We ask that students wear the correct school uniform during all school activities including excursions. We ask parents to note these particular aspects in regard to school uniform:

- Any unsafe footwear and/or inappropriate adornments (including nail polish and make up) are not permitted.
- For safety reasons, students should wear only stud or small sleeper earrings, watches and jewellery of religious or personal significance.
- As a ‘SunSmart School’ it is a requirement that school approved hats are worn during terms one and four and when the UV index levels rise above 3.0 between September and the end of April. Naturally hats can be worn at any other time if students choose.
### Integrated curriculum unit

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<thead>
<tr>
<th>Term 1</th>
<th><strong>Possible excursion Cost (estimated)</strong></th>
<th><strong>Other school event Cost (estimated)</strong></th>
<th>Swimming</th>
<th>Camping program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Linking to Thinking 2. Well Being: ‘Health and Happiness’</td>
<td>First Aid session (whole school attending) No cost Mathletics (annual cost) $9.00 per student</td>
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<tr>
<th>Term 2</th>
<th>Cultural Diversity: ‘Our Own Origins’</th>
<th>Immigration Museum $28</th>
<th><strong>Life Education</strong> (whole school attending) $10.00 per student</th>
<th>Swimming $75.00</th>
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<tbody>
<tr>
<td>Term 3</td>
<td>Science: ‘What’s The Matter?’ Chemical Science</td>
<td>Chemistry program Monash Science 2 sessions $15</td>
<td></td>
<td>Deposit for Grade 4 Camp: Phillip Island held in Term 4 $100.00</td>
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<tr>
<td>Term 4</td>
<td>Global Balance: ‘Act Local, Think Global.’</td>
<td><strong>School Magazine</strong> (optional) $15.00 per copy</td>
<td></td>
<td>Camp: Phillip Island Instalment $100.00 Final Camp payment: $100</td>
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### Note:

The above costs are approximate and provided as a guide only. Parents will be notified of exact costs prior to the event. Other school activities are listed in the calendar for the whole school.

If payment for an activity is required, please send payment together with the permission note to reduce administrative handling.

*Late payments for events cannot be accepted* unless this has been previously arranged with the school leadership.