



# **PARENT INFORMATION NIGHT YEAR 4**

19/2/2025

## Acknowledgement of Country

We would like to acknowledge the traditional custodians of this land, the Wurundjeri people of the Kulin Nation. We thank them for letting us live, work, learn and play on this stolen land. We will respect Country by caring for the land, air and waterways, as we know it has been cared for by Wurundjeri people for over 60,000 years. We acknowledge Elders, past and present and recognise that sovereignty was never ceded.

# MEET THE TEAM

Ben Jones  
(Year Level Leader)



Kat Hansen  
(Year Level Leader)



Brenda O'Leary



Kathy Daskalou



Ruby  
Peterson



# AGENDA

1. School mission and values
2. Child Safe Standards
3. Student wellbeing
4. English
5. Mathematics
6. Inquiry
7. Homework
8. Specialist subjects
9. Events and dates
10. How you can support your child
11. Avenues of communication
12. Questions

# MISSION AND VALUES

*'The pursuit of lifelong learning, environmental sustainability and positive social, emotional and physical wellbeing.'*

We support our students with the rights:

- To learn
- To feel safe and comfortable



# CHILD SAFE STANDARDS

Our school is committed to the safety and wellbeing of all children. We want children attending our school to be safe, happy, and respected. The Child Safe Standards recognise that all children are vulnerable and require schools to take steps to prevent child abuse and build a culture of child safety. Schools cannot assume that child abuses does not and cannot happen within our school or school community.

Volunteers make a valuable contribution to our school community and have a responsibility to keep student safe in our school environment. Volunteers must be familiar with and follow our school's:

- [Volunteer Policy](#)
- [Child Safety Code of Conduct](#)
- [Child Safety and Wellbeing Policy](#)
- [Procedures for responding to incidents, disclosure, and suspicions of child abuse](#)

Child Safety is everyone's responsibility. All volunteers are required to complete the [Child Safe Training Module](#) and familiarise themselves with our [Volunteer Induction Pack](#). You will be asked to acknowledge and agree that you have done so when signing in at the office or Kitchen Garden.

If you require any further clarification, please contact our Assistant Principal Carolyn Shiels on 0394815577.

# STUDENT WELLBEING

Student wellbeing is a priority. There are many strategies and programs that we implement to support students with a safe, secure and routine rich learning environment:

- *Setting the Scene*
- Consistent behaviour expectations and language (including prevention of bullying)
- Resilience, Rights and Respectful Relationships (RRRR)
- Berry Street Education Model
- eSmart

# ENGLISH

<u>English Curriculum Areas</u>	<ul style="list-style-type: none"> <li>- Reading and Viewing</li> <li>- Writing (inc. Spelling and Grammar)</li> <li>- Speaking and Listening</li> </ul>	
<b>Reading</b>	Decoding Fluency Vocabulary Comprehension Skills	Small Group Reading Literature Circles Class Novel Paired Reading
<b>Writing</b>	Text Types Writer's Notebook Handwriting	Modelled writing Independent/Own choice 6+1 writing traits
<b>Spelling/Grammar</b>	Sounds Rules/Generalisations Sentence Types Parts of Speech	Individual program Researched phonics based instruction
<b>Speaking and Listening</b>	Informal Formal	Presentations Class discussions



# MATHEMATICS

## 6 'Strands' of the Mathematics Curriculum

- Number
- Algebra
- Probability
- Measurement
- Space
- Statistics
- 

## Four Mathematics Proficiencies

- Understanding
- Fluency
- Problem Solving
- Reasoning

# MATHEMATICS

## A Typical Maths Lesson

Whole Class > Individual/Small Group > Whole Class

- Explicit teaching followed by independent practice (Understanding and Fluency)
- Purposeful maths games (Understanding and Fluency)
- Open ended problem solving tasks and investigations (Problem Solving, Understanding and Reasoning)

## Differentiating Our Lessons Across the Curriculum

- Same task, different expectations
- Similar task, different level of challenge
- Different task, different focus

# UNITS OF INQUIRY

## Term 1: Identity, culture and diversity

*Key understanding: People from diverse cultures and backgrounds have positively contributed to our history and identity as a nation.*

## Term 2: Community and resources

*Key understanding: Urban and rural environments have a range of natural features that affect their communities.*

## Term 3: Creativity and performance

*Key understanding: Experiences, ideas, concepts, observations and feelings can be expressed through the arts.*

## Term 4: Sustainability and environment

*Key understanding: People's actions affect local, natural and built environments*

# HOMework

- Daily home reading
- Optional Mathletics tasks
- Optional homework tasks on school website
- Teachers may occasionally assign additional tasks for students (e.g. MacqLit, Inquiry)



**Westgarth Primary School**

Safe, Fair & Friendly

## Grade 4 MUSIC PROGRAM

All grade 4 students attend 1x 50 minute music session per week.

During music lessons, students will engage in a wide variety of musical activities aimed at developing creativity and fostering a love of music and movement. Music literacy and theory will become more a feature of lessons.

Students will:

- **Improvise, arrange and create musical pieces using a variety of instruments.**
- **Informally document their musical pieces.**
- **Accurately and expressively performs songs and instrumental music.**
- **Discuss similarities and differences between music genres.**
- **Discuss how elements of music are used to communicate ideas.**

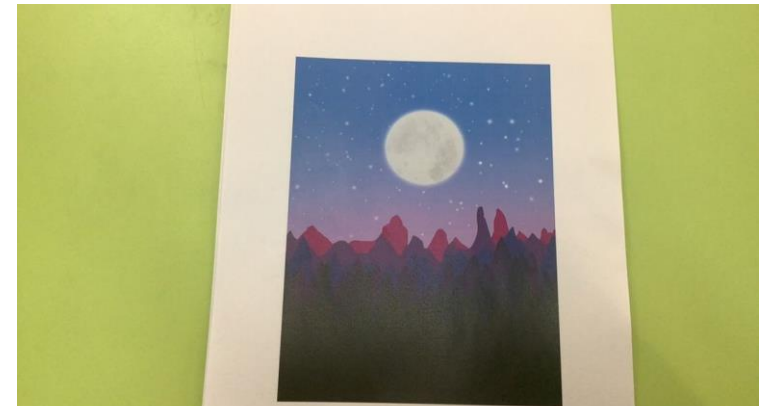
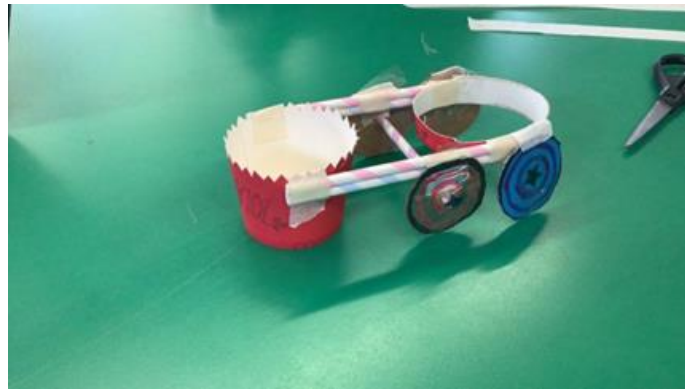
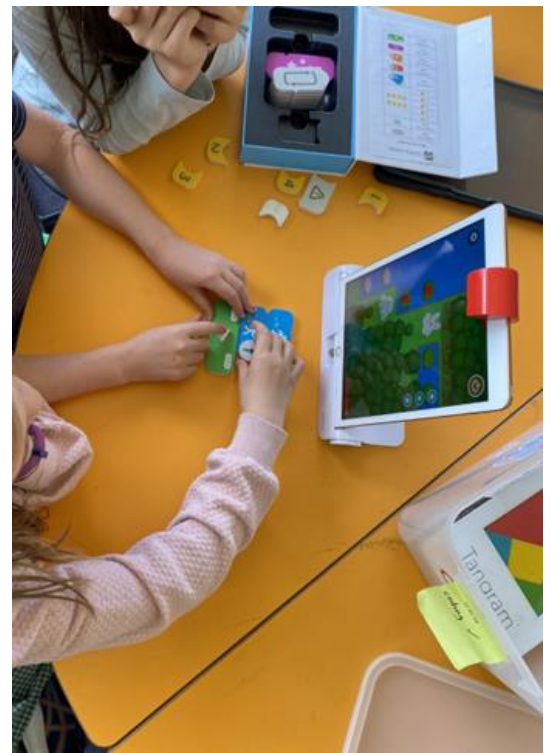
The highlight of 2025 will be the whole school musical production in term 3, giving students to opportunity to perform onstage under lights at the Darebin Arts and Entertainment Centre. Details will be announced later in the year.

# S.T.E.A.M @ Westgarth

S - SCIENCE  
T - TECHNOLOGY  
E - ENGINEERING  
A - ART  
M - MATHS



- Scratch - block coding games.
- OSMO - tactile coding blocks
- Sphero - INDI cars
- SPHERO - coding to make games.
- Building and design e.g., Bridges and mazes
- Digital Art works
- Animations
- Lego robotics





# LIBRARY



Each 50-minute session includes a lesson/story and then time for browsing and borrowing books.



Please ensure your child has a 'library bag' to help look after our library books. The green 'reading bag' can be purchased from the uniform shop.

In the **school newsletter**, there is a 'Library News' link. It contains important library updates, including diary dates for author/illustrator visits, **Book Fair** details (new in 2025) and **Book Week** information. The 'Library News' will also share what each year-level has been learning about.



# YEAR 4 PHYSICAL EDUCATION



In year 4 the Physical Education program further develops fundamental motor skills through a range of different sports. Through simple and complex game situations students learn how to have fun while being physically active and learning skills and game tactics.

Students are taught how to be a good sport by encouraging and supporting other students when participating in PE.

Please ensure your child wears clothing they can move comfortably in and runners are essential.

In year 4 students will compete in the following sports events:

- Cross country event (2kms) on March 25 (back up day on 1/4)
- Westgarth athletics day at Collingwood Harriers track on May 16 (back up day on 23/5)
- Swimming team trials (optional) at the Northcote Pool on November 28

Please read the Sports News in the newsletter for information on all events. Contact Rushe Lynch through **Compass email** (not **Seesaw**) with any questions.



# SPANISH / VISUAL ARTS

3-6

Visual arts and Spanish are taught together. The program follows the Content and Language Integrated Learning model (CLIL).

The focus of such a pedagogical model is to deliver learning outcomes for all students in both Content/Art and Language/Spanish by providing a meaningful context for purposeful language learning.

If you have Instagram, please follow @westgarth.artspan to see what students across the school are doing in Spanish/Art.



Throughout the year students consolidate their knowledge of common conversational questions and answers in Spanish to share their interests with others. They are learning to use appropriate pronouns for different contexts and pronounce Spanish-specific sounds when reading out aloud.



# EVENTS AND DATES

Musical is 9th, 10th and 11th Sep

Camp 17th, 18th, 19th Sep

Swimming Lessons 12th, 13th, 19th, 20th May

Sporting events - Cross country, house athletics carnival, swimming, triathlon

Sexualily Education - Talking the Talk (Parent information session - see Compass)

Excursions or incursions (TBC)



# Year 4 CAMP

Camp is one of the highlights of Year 4.

CYC The Island

Camp Information Night in term 3

Dates - Wednesday 17th September - Friday 19th September

# HOW YOU CAN SUPPORT YOUR CHILD

In Year 4 your child should:

- Pack and unpack their own bags
- Be responsible for their own belongings
- Read or be read to at home every night
- Be at school on time
- Have a SunSmart hat, clothes and water bottle
- Please sign your child at the Compass kiosk if they are late



- Used to communicate whole school and year level specific information
- Enables parents/carers to log student absences
- Provides opportunity for parents/carers to communicate with their child's teacher
- Schedule and view parent/teacher interview appointments
- Provides access to student reports

Two Compass kiosks are available for signing students in or out of school during the day, one at the front office on Brooke St. and another in the WEB on Clarke St. No students are to access the kiosks.





- Provide updates and celebrations of your child's learning
- You will receive a weekly 'Proud Post' so students can share some of their work with you
- Provide an online journal of some of the tasks completed in class
- Provide a fortnightly outline what your child will be learning at school

\* Please use **Compass** when reaching out to staff, not Seesaw \*



# QUESTIONS