BACCHUS MARSH GRAMMAR

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MRS ELIZABETH O’DAY
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The Bacchus Marsh Grammar Junior School Co-Curricular program is designed to cater in a variety of ways for all students in the Junior School.

**STUDENT SELECTED ACTIVITIES**

These activities are designed to cater for mixed abilities and cater for the student’s special interests. There will be a class cap on the number of students able to participate for each term. Students who do not get to participate in their chosen activity will be placed on a waiting list and students will be rotated through the activities over the course of the year. Some of the sporting activities will relate to the Bacchus Marsh Primary Schools Sports Association and therefore will only be relevant to the Year Five and Year Six students.

**TEACHER SELECTION**

These activities are designed to cater for students who have special needs and/or abilities. Parents of individual students will be sent notes if your child is selected to participate in any of the activities listed below. There will be set criteria which will need to be met to ensure students are able to effectively participate in the program. If selected, I encourage students to carefully consider their participation in the activity. Many of these activities will operate after school. The late bus service operates on these nights leaving Bacchus Marsh Grammar around 4.30p.m. A late bus fee applies for the use of this service. Students who are enrolled in after school co-curricular who require the use of the late bus service will be supervised in the Year 5/6 block from 4.00pm – 4.25pm in order for them to start/complete homework.

Whilst a few activities have operated during Term One, the Co-Curricular program will run in its entirety from **Week Two, Term Two** until the last week of Term Three 2014. **Please note that the program will NOT operate on Wednesday 27th May due to the AGM and Wednesday 29th July due to Parent Teacher interviews.**

Please complete the enrolment form at the back of this booklet for student selected activities and return it to your child’s class teacher. Enrolment for student selected activities will be on a first in basis. Please refer to the table supplied for details about the program’s operation.

*Junior School staff will distribute letters to students who have been selected to participate in Enrichment and Support activities by the end of Term One.*

Elizabeth O’Day  
Deputy Principal  
Head of the Junior School
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ENGLISH SUPPORT YEAR PREP

TEACHER SELECTION

PROGRAM OVERVIEW
The ‘Prep English Support’ co-curricular program aims to increase student’s skills and confidence within literacy. This includes letter and sound recognition, high frequency word recognition, reading, and oral language. Concepts will be reinforced throughout both semesters.

SELECTION OF STUDENTS
Teachers will nominate students to participate in this program. Teachers will use classroom observations and a variety of diagnostic testing to select students.

SKILL DEVELOPMENT
- Letter name and sound recognition
- High frequency word recognition
- Left to right, top to bottom directionality
- Letters Words Sentences
- Strategies to assist reading and comprehension

LESSON COMPONENTS
Semester One: Letter Names and Sounds and High Frequency Words
- Letter name and sound recognition games
- Reinforcement of Letterland program
- High Frequency words. Games and activities using the M100W program

Semester Two: Reading
- Modelled Reading
- Shared and Guided Reading
- Students will develop a thorough understanding of the text before/during and after reading.
- Making predictions based on title and illustrations
- Picture Walks
- Left to right and top to bottom directionality- using the return sweep
- Strategies to decode words
- Re-reading to make sense
- Using a variety of visual, structural and meaning cues to ensure reading makes sense.
ENGLISH SUPPORT YEAR 1

TEACHER SELECTION

PROGRAM OVERVIEW
Students will receive extra literacy support to assist in building their skills and confidence in the classroom. Areas covered will be spelling/phonics, reading, grammar, comprehension and constructing sentences.

SELECTION OF STUDENTS
Teachers will nominate students to participate in this program based on a variety of assessment techniques.

LESSON COMPONENTS

Term Two

Spelling/Phonics
- Becoming familiar with sounds including blends and digraphs to assist with everyday spelling.
- Use of the Letterland® program to build sound knowledge.
- Sound activities/games to build sound knowledge.

Reading
- Reading strategies and comprehension
- Fluency and expression

Term Three
Grammar/Punctuation
- Correct sentence structure and punctuation.

Writing
- Using sentence knowledge to create fluent writing
- Including all necessary characteristics of a written piece.
ENGLISH SUPPORT YEAR 2

TEACHER SELECTION

PROGRAM OVERVIEW
Students will receive extra literacy support to assist in building their skills and confidence in the classroom. Areas covered will be spelling/phonics and phonemic awareness, reading, grammar, comprehension and constructing sentences.

SELECTION OF STUDENTS
Teachers will nominate students to participate in this program based on a variety of assessment techniques.

LESSON COMPONENTS
Term Two

Spelling/Phonics
- Becoming familiar with sounds including blends and diagraphs to assist with everyday spelling.
- Use of the Letterland® Beyond ABC program to build sound knowledge.
- Sound activities/games to build sound knowledge.

Reading
- Reading strategies and comprehension
- Fluency and expression

Term Three
Grammar/Punctuation
- Correct sentence structure and punctuation, to include expression such as quotation marks, question and exclamation marks as well as the inclusion of adjectives and adverbs.

Writing
- Using sentence knowledge to create fluent writing
- Including all necessary characteristics of a written piece.
ENGLISH SUPPORT YEAR 3

TEACHER SELECTION

PROGRAM OVERVIEW
The English Support co-curricular program aims to provide students with valuable literacy skills that can be applied to their everyday learning. During Semester One, students will engage in guided reading activities and will focus on developing their reading fluency and decoding skills. Throughout Semester Two, students will explicitly learn and develop reading comprehension skills.

SELECTION OF STUDENTS
Selected students in Year 3 will be invited to participate in the English Support co-curricular program. Teachers will use teaching observations and diagnostic testing to select students that will benefit from a literacy support program.

LESSON COMPONENTS

SEMESTER 1: READING

- **Modelled Reading:**
  Teacher to model reading, focusing on fluency and expression.

- **Shared and Guided Reading:**
  Students will develop a thorough understanding of each text through discussion before, during and after the reading of the text. Students will discuss the use of reading aids such as meaning, structure and visual cues that will help to derive meaning from texts. Students will develop an awareness of different text types and learn to distinguish between each genre.

SEMESTER 2: READING & COMPREHENSION

- **Shared and Guided Reading:**
  Students will make predictions and openly ask questions about the text to clarify their understanding. Students will summarise information and answer questions to demonstrate their understanding and consolidate their reading comprehension skills.
TEACHER SELECTION

PROGRAM OVERVIEW
The English Support co-curricular program aims to provide students with opportunities to develop and improve their reading and writing skills. Through explicit instruction, students will revise and further develop the basic principles of reading and writing, developing strategies to assist them with literacy.

SELECTION OF STUDENTS
Selected students that would benefit from a literacy support program will be invited to participate in the Year Four English Support co-curricular program. Teachers will select students based on their teaching observations and diagnostic testing results.

LESSON COMPONENTS

READING
*Modelled, Shared and Guided Reading*

- Students will study rich texts that will motivate reluctant readers and promote deep thinking, questions and discussion. Each text studied will be read more than once to consolidate meaning, and improve comprehension.

- While reading, the teacher will give explicit feedback to students and prompt them to use reading aids such as meaning, structure and visual cues that will help to derive meaning from texts.

- Students will extensively discuss the text ensuring a clear understanding, and preparing them to successfully complete any follow-up writing tasks.

WRITING
*Modelled and Shared Writing:*

- The teacher and students collectively compose a writing piece based on the studied text. They revise the entire writing process (see below) with explicit teacher support.

  The writing process:
  Planning: students investigate many different planning strategies including mind-maps, brainstorming and story boards to sort ideas and construct ideas when writing.
  Composing: Students use their planning to formally begin the writing process. They sequence, connect and clarify their ideas to construct meaningful pieces of writing.
  Revising: Students revise and edit their writing to ensure it makes sense to their reader. They delete and add text where appropriate. They use dictionaries to self-correct spelling, and use a Thesaurus to extend their vocabulary and select words to enhance the effectiveness of their writing. They develop their punctuation and grammar skills when reflecting on and correcting their own work.

*Independent Writing:*

- Students independently compose a writing piece based on the studied text. They use their knowledge of the writing process to effectively plan, compose, edit and publish their writing.
ENGLISH SUPPORT YEAR 5

PROGRAM OVERVIEW
The English Support Co-Curricular Program aims to assist students in the consolidation of English skills in the current curriculum.

Throughout First and Second Semester, students will discuss, deconstruct and hypothesise to explore relevant skillsets in Grammar, Comprehension and Word Study. Organisational skills, including layout of work and how to utilise ‘The Thinking Toolkit’ will be implicitly addressed.

SELECTION OF STUDENTS
Select students in Year 5 will be invited to participate in the English Support co-curricular program. Teachers will use teaching observations and diagnostic testing to select students that will benefit from a literacy support program.

LESSON COMPONENTS
SEMESTER 1: Grammar and Word Study
- **Grammar:**
  Discussions and activities surrounding Grammar.
  Students will investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas.
  Students will understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups and phrases.
- **Word Study:**
  Students will develop an understanding of the use of Metaphors, Similes, Synonyms, Antonyms and similar technical languages. Students will also gain an understanding of how to edit pieces of writing with attention to these concepts.

SEMESTER 2: Comprehension and Literacy Features
- **Comprehension:**
  Students will utilise The Thinking Toolkit to deconstruct Comprehension activities. Logical processes, sequencing and close exercises will be used to develop this skill set.
- **Texts and Literacy Features**
  Students will analyse features within a text type. They will be required to locate the Main Idea, Compare and Contrast, explain Cause and Effect, use Figurative language and determine Bias and Prejudice.
ENGLISH SUPPORT YEAR 6

PROGRAM OVERVIEW
The English Support Co-Curricular Program aims to assist students in the consolidation of English skills in the current curriculum. Throughout First and Second Semester, students will discuss, deconstruct and hypothesise to explore relevant skillsets in Grammar, Comprehension and Word Study. Organisational skills, including layout of work and how to utilise ‘The Thinking Toolkit’ will be implicitly addressed.

SELECTION OF STUDENTS
Select students in Year 5 and Year 6 will be invited to participate in the English Support co-curricular program. Teachers will use teaching observations and diagnostic testing to select students that will benefit from a literacy support program.

LESSON COMPONENTS
SEMESTER 1: Grammar and Word Study
- Grammar:
  Discussions and activities surrounding Grammar.
  Students will investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas.
  Students will understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups and phrases.
- Word Study:
  Students will develop an understanding of the use of Metaphors, Similes, Synonyms, Antonyms and similar technical languages. Students will also gain an understanding of how to edit pieces of writing with attention to these concepts.

SEMESTER 2: Comprehension and Literacy Features
- Comprehension:
  Students will utilise The Thinking Toolkit to deconstruct Comprehension activities. Logical processes, sequencing and close exercises will be used to develop this skill set.
- Texts and Literacy Features
  Students will analyse features within a text type. They will be required to locate the Main Idea, Compare and Contrast, explain Cause and Effect, use Figurative language and determine Bias and Prejudice.
ENGLISH ENRICHMENT YEAR 1 & 2

TEACHER SELECTION

PROGRAM OVERVIEW
The English Enrichment program provides students with an opportunity to develop new literacy strategies and apply these and the skills they have already acquired to a variety of literacy activities, including creative writing, grammar and reading comprehension.

SELECTION OF STUDENTS
Students are nominated for the English Enrichment program via teacher recommendation.

LESSON COMPONENTS

<table>
<thead>
<tr>
<th>Term Two: Responding to Texts</th>
<th>Students will be reading a novel each week and building their comprehension skills as we progress through the novel. The following skills will be developed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Making Predictions</td>
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<td></td>
<td>• Visualisation</td>
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<td></td>
<td>• Character Profiles</td>
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<td></td>
<td>• Questioning</td>
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<td></td>
<td>• Making connections</td>
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<td></td>
<td>• Writing a Book Report</td>
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<td></td>
<td>• Vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Three: Creative Writing (including spelling and grammar)</th>
<th>The creative writing component is based on the, “Seven Steps to Writing Success” program. Elements of this program will have been linked to concepts taught in Term Two. This programs break down the teaching of writing into the several main skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Planning</td>
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<tr>
<td></td>
<td>• Sizzling Starts</td>
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<td></td>
<td>• Tightening Tension</td>
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<td>• Dynamic Dialogue</td>
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<td></td>
<td>• Exciting Endings</td>
</tr>
</tbody>
</table>
ENGLISH ENRICHMENT YEAR 3

TEACHER SELECTION

RATIONALE
English Enrichment extends and challenges students who have proven to be very capable and enthusiastic in their regular English classes. There will be a focus on developing students’ knowledge and understanding of texts and how they are structured by exploring Narrative and Persuasive text types. This knowledge will help students to create different written texts as well as to interpret and respond more effectively to varied texts they will encounter throughout their lives.

THE PROGRAM
The program will provide students the opportunity to extend their vocabulary, sentence structure, tone and interest level expressed in their Creative Writing tasks. Students will work independently and in groups, extend their thinking by creating mind maps and participating in brainstorming tasks, and short writing tasks to actively engage their imaginations.

Throughout the year, students will also study a novel. Here they will continue to develop the following higher order thinking skills:

- ANALYSING (Comparing, Organising, Deconstructing, Attributing, Outlining)
- EVALUATING (Checking, Hypothesising, Critiquing, Experimenting, Judging)

SELECTION CRITERIA
1. Students must be in Year 3.
2. Achievement of AS or WA grading in English over the 2014 school year.
3. Teacher Recommendation.
ENGLISH ENRICHMENT YEAR 4

TEACHER SELECTION

PROGRAM OVERVIEW
English Enrichment develops students’ knowledge and understanding of texts and how they are structured. This knowledge will help students to create different written texts as well as to read, interpret and respond more effectively to varied texts.

SELECTION OF STUDENTS
Students that have proven to be very capable based on diagnostic testing results and demonstrated enthusiasm in their regular English classes will be eligible for selection, and invited to participate in the Year Four English Enrichment program.

LESSON COMPONENTS

READING

*Guided Reading*

- Students will participate in the ‘Great Books Foundation’ program.
- They will experience the shared inquiry method of learning.
- Students will engage in guided reading, followed by rich discussion of interpretive questions of the text, where there is more than one plausible answer.

WRITING

- Following reading and discussion of the text, students will engage in advanced writing activities, with the goal of enhancing their overall literacy skills.

Aims of the Year Four English Enrichment Program

- To further challenge and extend students who excel in English
- For students to gain a greater understanding when reading texts
- To foster and develop adept questioning, discussion and writing techniques
- To stimulate enthusiasm and enjoyment for reading and writing
ENGLISH ENRICHMENT YEAR 5

TEACHER SELECTION

PROGRAM OVERVIEW

The English Enrichment Program will provide an opportunity for students to be exposed to a broad range
of experiences with the intention of extending their literacy skills. They will be working on refining their
narrative writing, and learn strategies to enable them to become more proficient persuasive writers also.
Students will study a more challenging novel than those which they would usually encounter, and begin to
learn strategies required for critical analysis of text.

SKILL DEVELOPMENT

The students will be expected to be able to build on their general English Skills such as:

- Abstract thinking
- Analytical thinking
- Spelling, grammar and vocabulary extension
- Narrative and Persuasive writing techniques
- Critical analysis of text, including using quotes as evidence for arguments
- Analysis of plot, character motives and themes in text.
- Formal essay writing and editing

SELECTION CRITERIA

The students selected for the English Enrichment Program will be chosen on the following criteria from
their classroom teacher:

- Achievement of AS or WA grading in English over 2012 and 2013 school year
- High NAPLAN results in writing
- Credit or Distinction in the Australian Schools English Competition
- Teacher recommendation for their speaking, listening and research skills.
TEACHER SELECTION

PROGRAM OVERVIEW
The English Enrichment Program will provide an opportunity for students to be exposed to a broad range of experiences with the intention of extending their literacy skills and smoothing the transition to Senior School. Students will study more challenging novels than those which they would usually encounter, and begin to learn strategies required for critical analysis of text. They will also begin to practise skills required for reading film, experiment with poetry and refine their public speaking and presentation skills.

SKILL DEVELOPMENT
The students will be expected to be able to build on their general English Skills such as:
- Spelling, grammar and vocabulary extension
- Critical analysis of text, including using quotes as evidence for arguments
- Analysis of plot, character motives and themes in both film and text.
- Formal essay writing and editing
- Poetry reading and writing
- Effective public speaking and presentation skills

SELECTION CRITERIA
The students selected for the English Enrichment Program will be chosen on the following criteria from their class teacher:
- Achievement of AS or WA grading in English over the 2014 school year
- High NAPLAN results in writing
- Credit or Distinction in the Australian Schools English Competition
- Online Testing “iachieve” results
- “Torch” testing results

The students who are selected for this program must be willing to make a strong commitment to applying themselves consistently and working diligently to complete tasks. They will be required to maintain a mature approach to the themes and issues discussed and work to meet deadlines as required. As only a small number of students will be selected for this class, a high level of enthusiasm and rigour will be expected.
READING COMPREHENSION YEAR 3

TEACHER SELECTION

PROGRAM OVERVIEW
The Reading Comprehension co-curricular program aims to help students understanding by developing logic and reasoning skills. Students will practice thinking about, and making decisions about a text, advertisement or video clip after reading, listening or watching it. During Semesters One and two, students will engage in activities that will focus on developing Literal, Inferential and Reasoning skills.

SELECTION OF STUDENTS
Selected students in Year 3 will be invited to participate in the Reading Comprehension co-curricular program. Teachers will use teaching observations and diagnostic testing to select students that will benefit from a literacy support program.

LESSON COMPONENTS

SEMESTER 1 and 2: READING COMPREHENSION

- **Literal comprehension:**
  Using a variety of texts and media, students will develop strategies to locate and make decisions about specific information.

- **Inferred comprehension:**
  Using a variety of texts and media, students will develop skills to promote higher order thinking. They will practise interpreting meaning and learn to draw on previous knowledge and experiences to justify and explain opinion and ideas. Students will begin to understand how the relationship between two or more objects or events can provide information that is assumed.

- **Reasoning:**
  Students practice explaining their thoughts and opinions using evidence they have gathered from a variety of texts and media.
CREATIVE WRITING YEAR 4

TEACHER SELECTION

PROGRAM OVERVIEW

The Year 4 Creative Writing co-curricular is designed to develop knowledge and understanding of the writing process. The program is intended to increase the confidence and skill level of our writers.

SELECTION OF STUDENTS

Selected students will be invited to participate in the Year Four English Support co-curricular program. Teachers will select students based on their enthusiasm for writing, teaching observations and analysis of students’ writing.

LESSON COMPONENTS

The Creative Writing co-curricular sessions are based on Jen McVeity’s “Seven Steps to Writing Success” program. This program breaks down the teaching of writing of Narrative and Persuasive text types to provide students with strategies to improve their results on NAPLAN testing, and to further extend their vocabulary, sentence structure, tone and interest level expressed in their Creative Writing tasks in class. Students will work independently and in groups, extend their thinking by creating mind maps and participating in brainstorming tasks, and short writing tasks to actively engage their imaginations. The program is based on the following seven steps for successful writing:

1. Plan for Success
2. Sizzling Starts
3. Tightening Tension
4. Dynamic Dialogue
5. Show, Don’t Tell
6. Ban the Boring Bits
7. Endings with Impact/Exciting Endings

OBJECTIVES

The activities undertaken by the students allow them to develop the following higher order thinking skills:

- ANALYSING (Comparing, Organising, Deconstructing, Attributing, Outlining)
- EVALUATING (Checking, Hypothesising, Critiquing, Experimenting, Judging)
- CREATING (Designing, Constructing, Planning, Producing, Inventing)
TEACHER SELECTION

PROGRAM OVERVIEW
The Comprehension and Interpretation co-curricular program aims to help students understanding by developing logic and reasoning skills. Students will practice thinking about, and making decisions about a text, advertisement, video clip or data graphic after reading, listening, watching or viewing it. During Semesters One and Two, students will engage in activities that will focus on developing Literal, Inferential and Reasoning skills.

SELECTION OF STUDENTS
Selected students in Year 5 will be invited to participate in the Comprehension and Interpretation co-curricular program. Teachers will use teaching observations and diagnostic testing to select students that will benefit from a literacy support program.

LESSON COMPONENTS

SEMESTER 1 and 2: Comprehension and Interpretation

- **Literal comprehension:**
  *Using a variety of texts and media, students will develop strategies to locate and make decisions about specific information.*

- **Inferred comprehension:**
  *Using a variety of texts and media, students will develop skills to promote higher order thinking. They will practise interpreting meaning and learn to draw on previous knowledge and experiences to justify and explain opinion and ideas. Students will begin to understand how the relationship between two or more objects or events can provide information that is assumed.*

- **Reasoning:**
  *Students practice explaining their thoughts and opinions using evidence they have gathered from a variety of texts and media.*
FINE MOTOR SKILLS YEAR PREP

TEACHER SELECTION

PROGRAM OVERVIEW
The ‘Prep Fine Motor Skills’ co-curricular program aims to improve student’s fine motor skills. Fine motor skills are imperative to students achieving success with writing. The focus in Semester One will be cutting, colouring, finger grip, hand-eye co-ordination and hand strength through a range of hands-on activities. In Semester Two the emphasis shifts to transferring these skills into letter formation, sizing and correctly using dotted third paper.

SELECTION OF STUDENTS
Teachers will nominate students to participate in this program. Teachers will use classroom observations and a variety of diagnostic testing to select students.

SKILL DEVELOPMENT
- Hand Strength
- Finger Grip
- Cutting
- Letter formation and sizing
- Use of dotted third paper

LESSON COMPONENTS
Semester One:
- Songs with an emphasis on finger movement
- Cutting and colouring activities
- Hands on Activities that build finger grip and strength for example Lego or Playfoam

Semester 2:
- Modelled Handwriting
- Letter formation
- Use of dotted third paper
- Continuation of hands-on activities that build fine motor skills
TEACHER SELECTION

PROGRAM OVERVIEW
The ‘Year Two Handwriting & Fine Motor Skills’ co-curricular program aims to improve student’s fine motor skills and letter formation. Fine motor skills are imperative to students achieving success with writing. During both Semesters the lessons will have a combined focus. The first part of the lesson will build student’s hand-eye co-ordination, finger grip and hand strength through a range of hands-on activities. The second part of the emphasis will transfer these skills into letter formation, sizing and correctly using dotted third paper.

SELECTION OF STUDENTS
Teachers will nominate students to participate in this program. Teachers will use classroom observations and a variety of diagnostic testing to select students.

SKILL DEVELOPMENT
- Hand Strength
- Finger Grip
- Letter formation and sizing
- Use of dotted third paper

LESSON COMPONENTS
Introduction:
- Hands on Activities that build finger grip and hand strength for example Lego, fine motor games, etc.

Lesson:
- Modelled Handwriting
- Letter formation
- Use of dotted third paper
- Continuation of hands-on activities that build fine motor skills
HANDWRITING & FINE MOTOR SKILLS – YEAR THREE - FIVE

TEACHER SELECTION

PROGRAM OVERVIEW
The ‘Year Thee to Year Five Handwriting & Fine Motor Skills’ co-curricular program aims to improve student’s fine motor skills and letter formation. Fine motor skills are imperative to students achieving success with writing. During both Semesters the lessons will have a combined focus. The first part of the lesson will build student’s hand-eye co-ordination, finger grip and hand strength through a range of hands-on activities. The second part of the emphasis will transfer these skills into letter formation, sizing and correctly using dotted third paper.

SELECTION OF STUDENTS
Teachers will nominate students to participate in this program. Teachers will use classroom observations and a variety of diagnostic testing to select students.

SKILL DEVELOPMENT
- Hand Strength
- Finger Grip
- Letter formation and sizing
- Use of dotted third paper

LESSON COMPONENTS
Introduction:

- Hands on Activities that build finger grip and hand strength for example Lego, fine motor games, etc.

Lesson:

- Modelled Handwriting
- Letter formation
- Use of dotted third paper
- Continuation of hands-on activities that build fine motor skills
TEACHER SELECTION

PROGRAM OVERVIEW
Through hands-on experiences children will be motivated and extended through challenging Mathematics activities. There will be a main focus on supporting the development of key mathematical skills, such as, problem solving, promoting alternative thinking strategies and working more efficiently, through a variety of mathematical topics.

SELECTION OF STUDENTS
Teachers will nominate students to participate in this program. Teachers nominate students in their classroom that fit the following descriptions:

- When tested children were able to count confidently and recognise numbers beyond one hundred.
- Teacher observations.
- Students demonstrate an enjoyment of Mathematics and are usually able to work independently once a task has been explored.

LESSON COMPONENTS

- Exploring number.
- Introduce new game or activity, including rules and procedures. Revise mathematical skills required to complete the activity.
- Problem solving activity or strategic game.
- Students discuss the different strategies they used to solve/win their game and the effectiveness of the strategies they used.
PROGRAM OVERVIEW
Mathematics Enrichment classes are designed to stimulate your child’s mathematical intelligence to be motivated, extended and enriched. The weekly sessions running in Term 2 and 3, of 2015 will cover a variety of mathematics topics. There will be a main focus on supporting the development of key mathematical skills, such as problem solving, promoting alternative thinking strategies and working more efficiently, through the learning experiences provided on the various mathematical topics. Students will be challenged to extend their lateral thinking, predominantly through hands-on experiences.

SELECTION OF STUDENTS
Students are nominated for the Mathematics Enrichment program via teacher recommendation.

LESSON COMPONENTS
This is an example structure of a typical lesson:

- **Introduction:** Introduce new game or activity, including rules and procedures
- **Discussion:** Revise mathematical skills required to complete the activity
- **Activity:** Strategic game or activity
- **Reflection:** Students discuss the different strategies used to solve/win their game and the effectiveness of the strategies they tried.
MATHEMATICS ENRICHMENT YEAR 3

TEACHER SELECTION

PROGRAM OVERVIEW
The Mathematics Enrichment program provides students with an opportunity to expand upon concepts covered in the Year 3 Mathematics Curriculum. The purpose of this program is to extend and challenge students who have proven to be very capable and enthusiastic in their regular mathematics classes. The program will be based on solving open-ended questions using a variety of problem-solving and thinking strategies. We will also spend some time focusing on multi-step questions and mathematical investigations.

SELECTION OF STUDENTS
To assist with the selection of students for the Mathematics Enrichment program, teachers will nominate students that fit one or more of the following descriptions:

- Students have scored above 90% for the majority of their formal Mathematics tests
- Students have scored above average in the South Australian Speed Maths Test
- Students demonstrate an enjoyment of Mathematics and are usually able to work independently once a task has been explored.

AIMS OF THE PROGRAM

- *To teach major strategies and develop flexibility for problem solving*
- *To foster creativity and ingenuity and strengthen intuition*
- *To stimulate enthusiasm and enjoyment for mathematics*
- *To provide for the satisfaction, joy, and thrill of meeting challenges*
TEACHER SELECTION

PROGRAM OVERVIEW
The Mathematics Enrichment program provides students with an opportunity to expand upon concepts covered in the Year 4 Mathematics curriculum. It allows students to apply the mathematical skills they have acquired in class to a variety of problem-solving activities, strategic games which encourage deeper mathematical thinking and extension work comprising of higher level mathematical concepts.

SELECTION OF STUDENTS
Students will be selected based on formal diagnostic testing results, speed testing results and their proven ability, efficiency and enthusiasm for Mathematics.

LESSON COMPONENTS
- **Introduction:** Introduce the new concept, activity or tasks to be completed throughout each lesson
- **Discussion:** Revise mathematical processes required to complete the activity component.
- **Activity:** Strategies and skills are explicitly taught and students actively participate, applying the learnt content.
- **Reflection:** Students discuss the different strategies used and reflect on the new knowledge that they have acquired.

**Aims of the Year Four Mathematics Enrichment Program**

- To further challenge and extend students who excel in Mathematics
- To develop skills and strategies in order to promote problem solving
- To stimulate enthusiasm and enjoyment for Mathematics
TEACHER SELECTION

PROGRAM OVERVIEW
This program is offered to students in Year 5. It will be designed to challenge students through lateral thinking, problem solving and hands on experiences within mathematics.

SKILLS DEVELOPED
Students will be extended in key mathematical concept areas including basic number skills, fractions, decimals, percentages, time and algebra. Students will use a variety of resources designed to challenge student’s lateral thinking and improve their problem-solving skills by using a variety of strategies.

SELECTION OF STUDENTS
Students will be selected by their classroom teachers, on an academic excellence in Mathematics basis.

LESSON COMPONENTS
The lessons will consist of a variety of written, laptop and discussion based activities. Extension of core Mathematical concepts will be catered for by undertaking problem solving and text based questions with a range of mathematical focuses. Many tasks will be rich, open-ended tasks which enable students to apply their own personal techniques and strategies when solving each mathematical problem. They will then be given the opportunity to explain and demonstrate their own approach/method to share with the group.

Small Group Maths Games
Students will work in small groups or pairs to play high interest maths games that involve strategy, skill and mathematical knowledge.

Mathematical Tasks – Open Ended Questions
Students will be presented with a series of questions that promote higher level thinking. These tasks are designed to allow students to use their prior knowledge to solve more complex problems. Students will build on their basic understandings of numbers and operations to investigate why answers are possible.

Mathematical Project – Rich Tasks
Students will work in small groups to solve a mathematical ‘project’ or rich task. Students will be given a series of guidelines that must be followed and mathematical concepts that must be included. This will take the form of a hands-on project that will be completed during their co-curricular session. It will involve making, investigating, researching and presenting. Students will have the opportunity to use computers for any research they may require.
MATHEMATICS ENRICHMENT YEAR 6

TEACHER SELECTION

PROGRAM OVERVIEW
This program is offered to students in Year 6. It is designed to challenge students through lateral thinking, problem solving and hands on experiences within mathematics.

SKILLS DEVELOPED
Students will be extended in key mathematical concept areas, including; basic number skills, algebra, fractions, decimals, percentages and linear equations.

SELECTION OF STUDENTS
Students will be selected by their classroom teachers, on an academic excellence in Mathematics basis.

LESSON COMPONENTS
The lessons will be a mix of written, laptop and discussion based activities. Extension of core Mathematical concepts will be catered for by using a variety of software such as: Mathletics and Cool Maths, as well as, problem solving and text based questions

Group Maths Problem Solving
The students will work in small groups and independently to problem solve complex problems. They will be required, at times, to work as a team and share ideas and work with varied mathematical concepts to solve the problem. The student’s will also independently extend the abilities they already acquire by working with basic and complex skills.

The aims of Group/Independent Problem Solving are to:
- Develop problem solving skills
- Encourage team work and social learning
- Develop lateral and deeper level thinking
- Encourage students to justify solutions
- Encourage students to hypothesise and brainstorm ideas and solutions

EXTENSION OF CORE MATHEMATICAL CONCEPTS
This component is specifically designed for more able maths students who have consolidated their understanding of the core mathematical concepts at the Year 6 level.
MATHEMATICS SUPPORT YEAR 1

TEACHER SELECTION

PROGRAM OVERVIEW

Mathematics support is being offered to students to reinforce and build upon their knowledge of mathematical concepts. The program will involve engaging, hands-on activities that will consolidate basic numeracy skills.

SELECTION OF STUDENTS

Teachers will nominate students to participate in this program based on a variety of assessment techniques.

LESSON COMPONENTS

Term Two

Place Value
Skip counting
Addition
Subtraction
Simple problem solving strategies

Term Three

Number concepts
Division
Money
Problem solving
TEACHER SELECTION

PROGRAM OVERVIEW
Additional support is being offered to students to reinforce and build upon their knowledge of mathematical concepts. The program will involve engaging, hands-on activities and games that will consolidate basic numeracy skills and encourage mathematical thinking, reasoning and problem-solving.

SELECTION OF STUDENTS
Teachers will nominate students to participate in this program based on a variety of assessment techniques.

LESSON COMPONENTS

Term Two

Pattern
Counting
Place Value
Addition
Subtraction
Simple problem solving strategies

Term Three

Multiplication
Division
Time
Open ended problem solving
MATHEMATICS SUPPORT YEAR 3

TEACHER SELECTION

PROGRAM OVERVIEW
The Mathematics Support program provides students with an opportunity to further develop the mathematical skills they have acquired. Students will engage in a variety of ‘hands on’ activities and games to address challenges and consolidate their classroom learning.

SELECTION OF STUDENTS
To assist with the selection of students for the Mathematics Enrichment program, teachers will nominate students that fit one or more of the following descriptions:

- Students have demonstrated a need for remediation in Mathematics.
- Students have scored below average in the South Australian Speed Maths Test and Formal Mathematics assessments.
- Students display a willingness to revise previously learnt concepts for greater understanding.

LESSON COMPONENTS

Introduction: Introduce concept and activity.

Discussion: Revise mathematical processes and strategies required to complete the activity component.

Activity: Problem solving, questions, game (explicit instructions and examples given to students to complete the task).

Reflection: Students discuss the different strategies used to solve/win their game and the effectiveness of the strategies they tried.

LESSON CONTENT
The Mathematics Support Program will revise classroom content, beginning with consolidating students’ knowledge of Pattern, Counting and Place Value. From there, we will develop strategies for the Mathematic operations; Addition, Subtraction, Multiplication and Division. Students will be encouraged to use alternative thinking and a variety of basic and derived strategies to solve equations and problems.
PROGRAM OVERVIEW
The Mathematics Support program provides students with an opportunity to revise skills and build upon their existing knowledge, scaffolding their learning. Students will engage in a variety of experiential games and activities to address challenges and consolidate their classroom learning.

SELECTION OF STUDENTS
Selected students that would benefit from a mathematics support program will be invited to participate in the Year Four Mathematics Support co-curricular program. Teachers will select students based on their teaching observations and diagnostic testing results.

LESSON COMPONENTS

**Introduction:** Introduce concept and activity.

**Discussion:** Revise mathematical processes and strategies required to complete the activity.

**Activity:** Problem solving, questions, hands-on tasks or games (explicit instructions and examples will be given to students to complete each task).

**Reflection:** Students discuss the different strategies used to complete the set tasks and the effectiveness of the strategies they used.

LESSON CONTENT
The Mathematics Support Program will revise the Year Four Mathematics curriculum with a focus on number concepts. Students will be encouraged to problem solve and use a variety of basic and derived strategies to solve equations and problems.

<table>
<thead>
<tr>
<th>Term Two</th>
<th>Term Three</th>
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</thead>
<tbody>
<tr>
<td>Place Value and Rounding Numbers</td>
<td>Counting and Patterns</td>
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<td>Addition and Subtraction</td>
<td>Multiplication and Division</td>
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<tr>
<td>Multiplication and Division</td>
<td>Fractions and Decimals</td>
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<tr>
<td>Money</td>
<td>More money</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Problem Solving</td>
</tr>
</tbody>
</table>
TEACHER SELECTION

PROGRAM OVERVIEW

The Mathematics Support program provides students with an opportunity to revise, practise and consolidate mathematical skills and strategies. This allows students to develop confidence when applying their knowledge to a variety of problem solving activities, including strategic games and challenge tests, which encourage deeper mathematical thinking.

SELECTION OF STUDENTS

To help teachers with the selection of students for the Mathematics Support program, please nominate students in your classroom that fit one or more of the following descriptions:

- Students have scored in the bottom 5-10% for the majority of their formal Mathematics tests
- Students have scored below average in the South Australian Speed Maths Test
- Students consistently require extra teacher support, to complete Mathematics tasks.

LESSON STRUCTURE

- **Warm up:** Prepares the mind to ‘think mathematically’
- **Introduction:** Revise and model the skill or strategy
- **Discussion:** Explore mathematical processes required to complete the activity component.
- **Activity:** Practise the mathematical skill or strategy in a variety of ways including: hands on activities, games, puzzles, worksheets and problem solving activities.
- **Reflection:** Students discuss the different strategies used to solve or complete their task and the effectiveness of the strategies they tried.

<table>
<thead>
<tr>
<th>Term Two</th>
<th>Term Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place Value: Whole Numbers and Decimals</td>
<td>The Four Operations</td>
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<tr>
<td>The Four Operations</td>
<td>Fractions, Decimals and Percentages</td>
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<tr>
<td>Factors</td>
<td>Time</td>
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TEACHER SELECTION

PROGRAM OVERVIEW

The Mathematics Support program provides students with an opportunity to revise, practise and consolidate mathematical skills and strategies. This allows students to develop confidence when applying their knowledge to a variety of problem solving activities, including strategic games and challenge tests, which encourage deeper mathematical thinking.

SELECTION OF STUDENTS

To help teachers with the selection of students for the Mathematics Support program, please nominate students in your classroom that fit one or more of the following descriptions:

- Students have scored in the bottom 5-10% for the majority of their formal Mathematics tests
- Students have scored below average in the South Australian Speed Maths Test
- Students consistently require extra teacher support, to complete Mathematics tasks.

LESSON STRUCTURE

- **Warm up:** Prepares the mind to ‘think mathematically’
- **Introduction:** Revise and model the skill or strategy

- **Discussion:** Explore mathematical processes required to complete the activity component.

- **Activity:** Practise the mathematical skill or strategy in a variety of ways including: hands on activities, games, puzzles, worksheets and problem solving activities.

- **Reflection:** Students discuss the different strategies used to solve or complete their task and the effectiveness of the strategies they tried.

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<td>Problem Solving</td>
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$$x = \frac{2\sqrt{23}}{3}$$

$$x^2 + y^2 + 2dx + 2ey + f + 0$$

$$a = \pi r^2$$
**BUDDING SCIENTISTS**

**STUDENT SELECTION**

**Year 3 / 4 Budding Scientist**

**Terms 2 and 3 only Monday Lunchtime in W10**

Students participating in the ‘Science Club’ as a co-curricular activity will be actively engaged in extending and broadening their understanding of the world of Science. Activities are student directed and created for the students based on their interests. Science Club will be held in the Junior Science Lab, allowing students access to, and experience using some of the equipment used by scientists. This will allow students to extend their knowledge of a variety of concepts, whilst working as part of a group to achieve a common goal.

**Year 5 / 6 Senior Science Club**

**Terms 2 and 3 Only - Friday Lunchtime in W10**

Students participating in the ‘Science Club’ as a co-curricular activity will be actively engaged in extending and broadening their understanding of the world of Science. This program is focussed on developing an awareness of real-life science and the opportunity students have to actively take part in it from any age. It will give students the opportunity to discuss contemporary science issues and actively engage themselves in their learning.

**5/6 Science Catch-up Club**

**Terms 2 and 3 Only - Tuesday Lunchtimes in W10**

Science Catch-up club provides an opportunity for students to complete work that they are unable to complete in class for various reasons. It will be offered on a casual needs basis on Tuesday lunchtimes. It will also provide students with an opportunity to bring in items of interest to view and draw under magnification using our microscopes, or undertake personal interest mini-research projects.
STUDENT SELECTION

PROGRAM OVERVIEW

This program is designed for students who love Art. Students will work on specific tasks, with the aim of producing pieces of work to exhibit in the BMG Gallery, in local Art shows and as entries for the Art and Craft competitions held as part of the Royal Melbourne Agricultural Show and Ballarat Show. The activities will be set, with a strong focus on particular techniques. The students will then be encouraged to enjoy the creative process.

SKILLS DEVELOPED

The art lessons in this program are an extension of the classroom program. Students will receive more advanced tips for using a range of Art media. This may include; how to use and apply various media such as oil pastel, pencils and watercolour, mixing paint, paint application, drawing skills (observational and directed-line). Through the use of clay and wire, students will have the opportunity to expand their modelling and sculpture techniques. There may also be opportunities for students to work collaboratively to create Art for permanent display around the school and in the gardens.

SELECTION OF STUDENTS

Art Club will be available to students in Year 3 -6 who would like to spend time developing their art skills.

LESSON COMPONENTS

Daily (Monday to Friday) at lunchtime

New skills will be introduced at the beginning of most sessions. Students will then complete their piece of work at their own pace.

What to bring: Bring your art smock and a smile. All other materials will be provided.
STUDENT SELECTION

PROGRAM OVERVIEW

Students will be offered a range of art experiences including drawing, painting, puppet making and the opportunity to create their own works of art. The elements of line, shape and pattern will be explored using a variety of materials including paint, pencils, oil pastels, and crayons. An imagination and a love of art are a must!

SKILLS DEVELOPMENT

These drawing classes will provide students with the opportunity to:

- Express themselves
- Experiment with ideas and techniques
- Interact with peers by sharing ideas and responding to art work
- Strengthen fine motor skills

SELECTION OF STUDENTS

This program is offered to students from Years Prep to Two.

LESSON COMPONENTS

10 weeks (Tuesday – Lunchtime)

Lessons will include painting and drawing activities. Some activities will be for one week and others for two weeks, depending on the level of enjoyment!
FUN AND GAMES

STUDENT SELECTION

SELECTION OF STUDENTS
This program is offered to students from Years One and Two.

Year One and Two students can come to the Gym at lunchtime on each Wednesday to participate in skill sessions and mini games. Sports that we will be focussing on throughout the year will be fitness, basketball, AFL, soccer, Hot Shots tennis and more.

Each session will consist of a warm up, one or two training drills and a modified game designed to complement the skills that the students practised in the session.

Students must wear appropriate footwear (runners) in order to participate in the Fun and Games program. They may change into their runners at the beginning of lunch and change back into their school shoes at the end of the session.
TEACHER SELECTION

PROGRAM OVERVIEW
This program is designed to introduce selected students to the ICT concept of robotics, and then extend them to become leaders when participating in the Year 6 robotics unit. Students will explore, learn and discover the possibilities of the Lego Mindstorms Robotic kits. The aim of this program is to develop the student’s skills and knowledge of robotics, so that they can become leaders in future IT lessons, and pass on their expertise to others.

The students will have the opportunity to plan, create, customise and program their own robots and then use them to complete challenges. This year we will also offer a select group of students the opportunity to form a robotic soccer team, with the intention of participating in the Robo Cup competition later in the year. These students will work together to construct and program robots with the specific goal of competing in soccer matches.

SKILLS DEVELOPED
The robotics program develops a variety of skills. Robotics links directly to a various areas of the curriculum such as Literacy, Numeracy, Science and Technology and obviously Information Technology. Other skills developed in the program include Problem-Solving, Working collaboratively and Logical Thinking.

SELECTION OF STUDENTS
Students will be invited to participate based on the following criteria:
- Outstanding ICT skills
- Enthusiasm towards technology
- Positive attitude when using computers and technology
- Responsible and sensible classwork
- Observations by regular ICT teacher

The number of students accepted in this program is restricted by the amount of equipment we currently have, therefore the selection of students will be made by ICT staff, based on the above criteria.

LESSON COMPONENTS
Introduction- Students are introduced to relevant software and equipment. In groups, students brainstorm and plan their approach to task.
Construction- Using the Robotics kits (Lego Mindstorms) and relevant computer software, students construct robots.
Programming- Students learn about computer programming and then apply this knowledge to program their robots.
Implementation- Using robots and software, students attempt to program robots to complete a set of challenges.
Reflection- Students reflect upon and analyse their findings from the semester.

The Robo Cup soccer team will run in conjunction with the above components.
The purpose of the Clubs Program in the Junior School is to further enhance the physical activity levels of students as well as providing opportunities for junior students to participate in organised and competitive sport as regularly as possible. This is designed to enhance and promote the development of interpersonal, personal learning, civics and citizenship, social and emotional development of all age groups. Given the growing numbers in the school it is imperative that students are given opportunities such as these where they can choose to participate in organised activities during their lunchtimes and after school times.

LUNCH TIME ACTIVITIES

**MONDAY**  
**Dodge ball day** (Meet in the gym at 1.00pm Mrs Peterken)

**TUESDAY**  
**Running Club** (meet on the oval at 1.00pm Mrs Peterken)  
**Hoop Time 3/4** (Meet in the gym at 1.00pm Mr Sher & Mr Newton)

**WEDNESDAY**  
**Vietnam groups** (F2&4 – at 1.00pm Mrs Peterken & Vietnam Staff)  
**Fun and Games Yr1/2** (Meet in the gym at 1.00pm Mr Sher)

**THURSDAY**  
**5/6 Hoop Time** (Meet in the gym at 1.00pm Mr Newton & Mr Sher)

**FRIDAY**  
**Jump Rope for Heart Demo Team** (training in the gym at 1.00pm Mrs Peterken)

HUBS PROGRAM

Some activities within the Club Hub will require parent consent and medical disclaimer. Parents will need to ensure all equipment necessary is provided and will need to bring students to and from any competitions. Please collect notes and sign up with Mrs Peterken

**MONDAY**  
Cycling Club - Meet outside the gym at 3.05 – 4.00pm  
Mrs Peterken

**WEDNESDAY**  
Netball Training -Meet in the gym at 3.05pm- 4.00pm  
Mrs Peterken

**THURSDAY**  
Triathlon Training -Meet outside the gym at 3.05 – 4.00pm  
Mrs Peterken

SPORTS HUB

Over the course of the year there will be many sporting activities that will be offered to the students through the Sports Hub Program. The program operates each night Monday through Thursday from 3.05pm – 4.30pm. Registration forms are sent to parents for completion each term.
STUDENT SELECTION

Come and join the Sustainability Hub down at the vegie patch. Small groups of 12 students will grow food from seeds and cuttings, watch the worms do their “stuff” and make your own worm tea, grow your own “hairy, sprout head”, look for good and bad creatures in and around the plants and beds, make compost to enrich our soil, watch the fish grow in our aquaponics system, grow a “lucky dip” garden with multi coloured carrots, make paper pots and plant magic beans and much, much more. Together we will learn how to grow healthy food, healthy soil and healthy minds.

Bring your lunch, water bottle, hat and an old shirt….worms, lady bugs and vegies free!!!!!!

Term 2
Monday – Year 1A, 1B,
Sign-up sheet will come around to grades during 1st week of Term 2.

Term 3
Monday – Year 1C, 1D

Sign-up sheet will come around to grades during 1st week of Term 3
TEACHER SELECTION

Selection of students to participate in this program is based on the observations and recommendations of class and subject teachers. The sessions are restricted to a small number of children in order to facilitate ease of observation by the supervising staff and to ensure meaningful participation of all the children in the group.

PROGRAM OVERVIEW

Some students require assistance in learning the skills required to initiate and sustain friendships. This program aims to target and focus on the development of specific skills and behaviours that promote co-operative relationships.

AIMS OF THE PROGRAM

The aims of the Social Games sessions are to encourage children to:

- Communicate appropriately with each other
- Develop patience (learn to take turns)
- Follow rules
- Respect each other and each other’s decisions
- Participate co-operatively in games with other children
- Enjoy themselves in an informal environment.

SESSION CONTENT

Activities will include games and activities such as:

- Elastics
- Marbles
- Pick Up Sticks
- Juggling Balls
- Grip Ball
- Reactor Balls
- Vortex
- Jacks
- Board games
- Construction
- Role play
- Team Games
- Outdoor games
SOCIAL GAMES YEAR 1 & 2

TEACHER SELECTION

PROGRAM OVERVIEW
Some students find it difficult to initiate and/or sustain friendships. This can result in children lacking self-confidence and experiencing low self-esteem, this in turn can lead to social isolation. The Social Games sessions endeavour to enable children to develop specific social skills, which will expedite their integration into the playground.

AIM OF THE PROGRAM
The aim of the Social Games Sessions is to encourage children to:
- Communicate appropriately with each other
- Be patient (learn to take turns)
- Follow rules
- Respect each other and each other’s decisions
- Participate in games with fellow students
- Enjoy themselves in an informal, “safe” environment

STUDENT SELECTION

Selection of students to participate in this program is based on the observations and recommendations of class and subject teachers. The sessions are restricted to a small number of children at any one time in order to facilitate ease of observation by the supervising staff member and participation of all the children in the group.

SESSION CONTENT
- Board Games
- Constructions (commercial kits and recycled material)
- Outdoor games

SESSION CONTENT
- It is not compulsory for recommended students to attend Social Games Sessions
- Students are encouraged to bring a friend
- A value-added aspect of this program is that children, while involved in the games, often feel free and relaxed enough to talk about issues of concern with their peers and supervising staff member.
SOCIAL GAMES YEAR 3 & 4

TEACHER SELECTION

PROGRAM OVERVIEW
Some students find it difficult to initiate and/or sustain friendships. This can result in children lacking self-confidence and experiencing low self-esteem, this in turn can lead to social isolation. The Social Games sessions endeavour to enable children to develop specific social skills, which will expedite their integration into the playground.

AIM OF THE PROGRAM
The aim of the Social Games Sessions is to encourage children to:
- Communicate appropriately with each other
- Be patient (learn to take turns)
- Follow rules
- Respect each other and each other’s decisions
- Participate in games with fellow students
- Enjoy themselves in an informal, “safe” environment

STUDENT SELECTION

Selection of students to participate in this program is based on the observations and recommendations of class and subject teachers. The sessions are restricted to a small number of children at any one time in order to facilitate ease of observation by the supervising staff member and participation of all the children in the group.

SESSION CONTENT

- Board Games
- Constructions (commercial kits and recycled material)
- Origami
- Colouring Books
- Craft Activities
- Seasonal Festive Decorations

SESSION CONTENT

- It is not compulsory for recommended students to attend Social Games Sessions
- Students are encouraged to bring a friend
- A value-added aspect of this program is that children, while involved in the games, often feel free and relaxed enough to talk about issues of concern with their peers and supervising staff member.
TEACHER AND STUDENT SELECTION

INSTRUMENTAL MUSIC LESSONS
Students are encouraged to learn a musical instrument. These lessons are available during the school day and tuition fees are in addition to the school fees. Before and after-school lessons are available, but are subject to availability and in negotiation with the instrumental teacher. The Music Handbook/Enrolment form is available on the Bacchus Marsh Grammar website at www.bmg.vic.edu.au or by contacting the Music Secretary, Ms. Fran Raynor in Student Services. Please refer to the 2014 Business Notice for all fees and charges associated with the Instrumental Music Program.

GRADE 3 / 4 CHOIR
The Junior School provides opportunity for involvement in choral groups from Year 3 to Year 6 as a co-curricular option. This ensemble is offered to Year 3 / 4 students only and is taken by Miss Moloney and Mrs Anthony. Students who are interested meet weekly and perform at various functions during the course of the school year. It is compulsory for students involved in the choir to attend and perform at official school functions. The Grade 3 / 4 Choir rehearses Thursday afternoon from 3.20pm to 4.20pm in Wilson Hall 3. The late bus service operates on these nights.

SUZUKI STRINGS
Suzuki Strings is open to all junior students who play one of the following instruments:
- Violin
- Viola
- Cello
- Double Bass
The Suzuki Strings rehearse Monday lunchtimes and they play a selection of contemporary and popular repertoire. The Suzuki-based program is excellent for developing aural skills in young musicians and is taken by Mrs Leggieri. Suzuki Strings perform at a variety of events throughout the school year including the Instrumental Concert Series, Assemblies and Junior School Concert.
JUNIOR GUITAR ENSEMBLE
Junior Guitar Ensemble is for Year 4 - 6 students who play either acoustic or electric guitar and is taken by Mr Westgarth. The Junior Guitar Ensemble rehearses Thursday afternoon from 3:20-4:20pm in Music Room 3, where they play a selection of contemporary, popular and traditional repertoire. In order to participate in this band, students must have been learning their instrument for at least one year and it is necessary for them to continue instrumental lessons for the duration of their participation in the Band. Junior Guitar Band performs at a variety of events throughout the school year including the Instrumental Concert Series, Assemblies and Junior School Concert.

JUNIOR ORCHESTRA
Junior Orchestra is available for Year 2 - 6 students who play any orchestral instrument. The Junior Orchestra rehearses Monday afternoon from 3:20 - 4:20pm in Music Room 1 with Mrs Leggieri and Mr Clare, where they play a selection of contemporary and traditional repertoire. It is encouraged for them to continue instrumental lessons for the duration of their participation in the ensemble.

GLEE CLUB (5/6)
Glee Club is a co-curricular singing / performance ensemble offered to Year 5 and 6 students who enjoy singing and dancing. The Glee Club rehearses Monday afternoons from 3:20 – 4:20pm with Mrs Anthony and Miss Durham where they perform a selection of contemporary repertoire. In Term 1 and the start of Term 2, this ensemble will be rehearsing on Tuesday lunchtimes until May 11th, when rehearsals will revert to Mondays after school. All students with a passion for singing and dancing are welcome to join the ensemble. This ensemble competed in the Royal South Street Eisteddfod last year and was fortunate enough to win the ‘Show Performance Choir’ section, which was a thrill for the Glee students and staff involved.

PREP CHOIR
The Prep choir is offered to all Prep students and is taken by Mrs Anthony and Mrs Stainton. Students who are interested meet weekly and will perform at assemblies during the course of the school year. The Prep Choir rehearses Thursday lunchtime from 12:50 to 1.20pm in Music Room 3. The focus of this ensemble is on producing a nice quality tone as a vocal ensemble, and on learning a variety of different songs and styles, often using fun actions.

GRADE 1/ 2 CHOIR
The Junior School provides opportunity for involvement in choral groups from Year 1 to Year 2 as a co-curricular option. This ensemble is offered to Year 1 /2 students only and is taken by Miss Moloney and Mrs Anthony. Students who are interested meet weekly and perform at various functions during the course of the school year. It is compulsory for students involved in the choir to attend and perform at official school functions. The Grade 1/ 2 Choir rehearses Wednesday lunchtime from 12:50 to 1.20pm in Wilson Hall 3.
TERRIFIC TEXTILES

STUDENT SELECTION

PROGRAM OVERVIEW

This program is designed for to introduce students to Threads and Textiles. Students will have the opportunity to engage in a range of experiences including hand sewing, machine sewing and felting. The activities will be set, with a strong focus on particular techniques. The students will then be encouraged to enjoy the creative process.

SKILLS DEVELOPED

Students will experiment with using various fabrics and threads and will look at ways that fabrics can be changed through the use of dye, or by adding new materials and threads. Students will use basic and decorative hand stitchery to enhancing work or to create pattern and texture. Sewing machine use will be introduced as students attempt basic sewing and simple appliqué. Students will also have the opportunity to explore dry felting and wet felting techniques.

SELECTION OF STUDENTS

Terrific Textiles will be available to students in Year 5 -6 who have an interest and genuine passion for learning about and exploring threads and textiles.

LESSON COMPONENTS

Wednesday  After School

TEACHERS: Mrs Jacinta Davie and Ms Sian Rawlinson

What to bring: Bring your art smock and a smile. All other materials will be provided.
TEACHER SELECTION

PROGRAM OVERVIEW
This program is designed to introduce selected students to CO₂ dragsters which are miniature racing cars propelled by carbon dioxide. Students will design, draft and make their own CO₂ dragsters and learn the possibilities of using the CO₂ dragster kits. The aim of this program is to develop the student’s skills and knowledge of mechanical principles such as mass, force, acceleration and aerodynamics so that they can become leaders in future technical lessons, and share their expertise with others.

The students will have the opportunity to plan, design, create and customise their own CO₂ dragster and then use them to complete challenges and races.

This year we will also offer a select group of students the opportunity to form a CO₂ dragster elite team, with the intention of participating in the CO₂ dragster competition later in the year. These students will work together to streamline and customise their CO₂ dragsters with the specific goal of competing in the CO₂ dragster competition.

SKILLS DEVELOPED
The CO₂ dragster program develops a variety of skills. Design and application links directly to various areas of the curriculum such as Literacy, Numeracy, Information Technology and Science and Technology. Other skills developed in the program include problem-solving, working collaboratively and logical thinking.

SELECTION OF STUDENTS
Students will be invited to participate based on the following criteria:
- ICT skills
- Enthusiasm towards design and technology
- Positive attitude when using computers and technology
- Responsible and sensible classwork
- Observations by regular ICT and class teacher

The number of students accepted in this program is restricted by the amount of equipment we currently have, therefore the selection of students will be made by staff, based on the above criteria to a maximum of 20 students.

LESSON COMPONENTS
Introduction- Students are introduced to relevant equipment. In groups, students brainstorm and plan their approach to task.
Design – Students use relevant technology to plan and design their own CO₂ dragster considering the design brief.
Construction- Using the CO₂ dragster kits and relevant technology, students construct a CO₂ Dragster.
- Students learn about how their design will affect their performance and then apply this knowledge to customise their designs.
Implementation- Using their own made CO₂ dragsters, students attempt to complete a set of challenges and races.
Reflection- Students reflect upon and analyse their findings

The CO₂ dragster elite team will run in conjunction with the above components.
STUDENT SELECTION

If you would like to be chosen as a representative in the BMG Chess Team then you will be required to attend all trainings sessions, as well as keep up-to-date with all classwork. Chess Club members will practise by playing against each other to earn themselves points. During each term, the highest scoring players will be chosen to attend any upcoming tournaments.

INTRODUCTION

You have never played chess, but it seems fascinating, and you would like to learn the rules. Or maybe you know how to play, but you have never understood how to tell whether a move was good or bad. If this sounds like you, then Chess Club is a great way to meet other students who also enjoy a friendly game of chess.

CHESS CLUB AT BACCHUS MARSH GRAMMAR

The Chess Club meets every Monday at lunchtime in the Library. Each week, you will play against different students to better your chess skills or just to enjoy a friendly game of chess.

We offer chess classes for students who would like to learn to play or to improve their chess playing techniques. The classes will be held at the start of Chess Club and you will also have plenty of time for a game of chess with a friend afterwards.

INTERSCHOOL CHESS CHAMPIONSHIP

During the year, students are given many opportunities to participate in the Interschool Chess Competitions. With over 9000 students playing across Australia, these are the biggest chess events in the country. The competitions are held each term, followed by the Victorian Chess State Finals in Term 4. Students have ample time to learn the game and to prepare for this exciting event towards the end of the year.
RETURN TO YOUR CHILD’S CLASS TEACHER

Student Name: ___________________________ Year Level: ____________

Chosen Activity/ies:

Parent Signature: ___________________________ Date: ______________

My child will be using the late bus service and will require supervision until 4.25pm. I understand that he/she needs to notify the office by recess to obtain a place on the late bus service. Please note that the late bus service is $10.00 per trip and is a limited stop service.

[ ] Yes [ ] No

RETURN TO YOUR CLASS TEACHER

Student Name: ___________________________ Year Level: ____________

Chosen Activity/ies:

Parent Signature: ___________________________ Date: ______________

My child will be using the late bus service and will require supervision until 4.25pm. I understand that he/she needs to notify the office by recess to obtain a place on the late bus service.

[ ] Yes [ ] No

RETURN TO YOUR CLASS TEACHER

Student Name: ___________________________ Year Level: ____________

Chosen Activity/ies:

Parent Signature: ___________________________ Date: ______________

My child will be using the late bus service and will require supervision until 4.25pm. I understand that he/she needs to notify the office by recess to obtain a place on the late bus service.

[ ] Yes [ ] No