Level 3 Parent Information
2013
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Welcome to Level 3 at The Patch Primary School!

We are all very excited to be working with your children this year and look forward to the wonderful successes the year brings. If at any time you have any questions or concerns please come and see us and we will arrange a suitable time to meet and discuss any issues with you.

Thanking you for your support. We look forward to working in partnership with you.

Marg, Jennie, Naomi, Judy, Lissa, Lynne S., Cheryl and Kerri

### ROUTINES and ADMINISTRATION

#### 2013 Term Dates

**Term 1:** Tuesday, 29th January (Children commence on Monday 31st of Feb), to Thursday 28th March

**Term 2:** Monday, 15th April to Friday, 28th June

**Term 3:** Monday, 15th July to Friday, 20th September

**Term 4:** Monday, 7th October to Friday, 20th December

#### Bell Times

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50</td>
<td>Long bell - all students expected to be in classrooms.</td>
</tr>
<tr>
<td>9.00</td>
<td>Short bell - start of learning time.</td>
</tr>
<tr>
<td>11.00</td>
<td>Recess play</td>
</tr>
<tr>
<td>11.25</td>
<td>Long bell – start heading to classrooms</td>
</tr>
<tr>
<td>11.30</td>
<td>Short bell - line up outside classroom</td>
</tr>
<tr>
<td>1.30</td>
<td>Lunch order bell (Mon, Wed, Fri)</td>
</tr>
<tr>
<td>1.35</td>
<td>Lunch eating time</td>
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<tr>
<td>1.45</td>
<td>Lunch play</td>
</tr>
<tr>
<td>2.25</td>
<td>Long bell – start heading to drop off</td>
</tr>
<tr>
<td>2.30</td>
<td>Short bell - line up ready for collection at drop off</td>
</tr>
<tr>
<td>3.30</td>
<td>School day ends</td>
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</tbody>
</table>

All Prep students are dismissed at 3.15pm. This will assist in easing traffic congestion at the end of the school day. A notice will be sent home early in the year, and a short information session will be held, to explain normal pick up procedures from our “drop off/pick up” zones, we will inform you of these dates when you come for interview.

#### Prep Siblings

On the days that Preps are at school, older siblings of Prep students may leave at 3.15 with their younger brothers or sisters.
Email Contact With Staff

Email is generally a good way to communicate with us around classroom and school issues. Students and parents have been informed of the relevant email addresses should you choose to contact us in this way. Please speak to your child’s teacher should you need this provided again.

Time Table

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<tr>
<th>Monday</th>
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<th>Thursday</th>
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<tbody>
<tr>
<td>Assembly</td>
<td>Maths</td>
<td>Maths</td>
<td>Enviro</td>
<td>PE</td>
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<tr>
<td>Independent Reading</td>
<td>Independent Reading</td>
<td>Music</td>
<td>Independent Reading</td>
<td>Sport</td>
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<tr>
<td>Spelling</td>
<td>Literacy</td>
<td>Literacy</td>
<td>Art</td>
<td>Spelling</td>
</tr>
<tr>
<td>Maths</td>
<td>Library</td>
<td>Maths</td>
<td>Maths</td>
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</tbody>
</table>

* Please note that this timetable varies between the three classes and will change throughout the year.

BEHAVIOUR MANAGEMENT

A culture of positive reinforcement and encouragement permeates all facets of our school and underpins all our interactions with children wherever possible.

Despite there being few issues with behaviour at The Patch, staff have decided that a whole school approach to behaviour management is needed – one that is consistent in all grades across the school. As a result, we are currently trialling a whole school approach to Behaviour Management called ‘Step Up For Success’.

STEP UP FOR SUCCESS is a 3 step approach that can be easily implemented at any level in the school. It is simple for students to understand and for teachers to implement.

STEP UP FOR SUCCESS is an approach that focuses on positive outcomes, is clear visually for students and teachers to track and allows individual teachers ownership in terms of using their own preferred reward system.

STEP UP FOR SUCCESS has another very important dimension in its application that many other approaches to behaviour management overlook. It can act as a catalyst for teachers to focus on those children who often just ‘fit in’ – but who can easily be overlooked due to others demanding or needing more attention. Because of the clear visual aspect of where children are placed on the Step Up For Success chart, teachers can be more pro-active with those who always do the right thing but sometimes go unnoticed.

HOW IT WORKS:

- Each classroom will use a chart divided into 7 sections titled ‘Step Up For Success’.
- Each student will begin the day with their name in the middle section of the chart, the aim being to move up 3 steps to the top of the chart by the end of the school day.
- Once a student reaches the top of the chart there will be a reward according to the system in place in each particular grade.
• If a student does something positive (e.g., working well, giving a good answer, listening well, helping someone etc) the teacher can tell them that they can ‘step up’ and their name is then moved up to the next step on the chart. Children can move their own names up or the teacher can do it for them.

• If a student does something inappropriate (e.g., arriving late for class, disrupting the class, being rude etc) the teacher may tell them that they have to ‘step down’ and their name is then moved down a step.

• The first step down is a warning to the child.

• At the second step down into the second last section of the chart, the child needs to be removed from his/her peers for 15 minutes as a more serious warning. This could be in the middle room, at the side of the classroom on a chair, in a corner of the room etc.

• If a student has ‘stepped down’ into the second last section after a second warning and is obviously nearing the bottom of the chart, the teacher can unobtrusively focus on helping this child move up again by ‘catching them doing something positive’ or speaking to them in such a way as to avoid any further incidences of inappropriateness hopefully.

• Clear guidelines and consequences need to be in place and communicated clearly at the very start of introducing this 3 step approach because everyone needs to be clear about what the final consequence is if a student reaches the bottom of the chart – as well as the reward available to them if they ‘step up’ 3 steps to the top of the chart.

• The consequences of reaching the bottom of the chart after 3 steps down are to take work and go to a designated teacher for the rest of the day. Parents will be informed via a note home or a phone call if their child has had to be sent to another grade due to inappropriate behaviour causing them to be ‘step down’ 3 steps and off the chart.

• If a child has ‘stepped down’, been sent to a designated teacher for the rest of the day and then still misbehaves, he/she will be sent to the Assistant Principal or Principal for further action.

• If it is found that a child is being removed from his/her class too often, the teacher and Principal or Assistant Principal will meet to discuss what further intervention is needed to break this pattern and move forward more positively again. This would involve parents being informed and involved in the process.

• Specialist teachers will support the Step Up For Success approach by referring to it in their classes and verbalizing it with the children when they are working well - or not. Specialist teachers will not have the classroom chart brought to them but will, if appropriate, send a note back to class listing the names of any students who have shown positive behaviour/responses or otherwise.

• The rewards that children receive when moving off the top of the chart after the 3rd and final step are at the discretion of each classroom teacher.

• This approach focuses on positive outcomes, is easy for replacement teachers to follow and contains a visual representation of where each child is at throughout the day.

• Each day is a new day as children all begin again in the middle section of the chart.
Corrective Reading

Corrective Reading will be held this year 3 times a week, and run by the aides in the relevant area. It is an intensive reading program to help students who have difficulty with the “mechanics of reading”

Environmental Education / Science

Environmental Education is given a strong focus at The Patch School. The school has two large “outdoor classrooms” (our beautiful wetlands and our sustainable living gardens) and an Eco-Centre where formal and informal experiential learning takes place.

The environmental program aims to provide students with an understanding of issues including environmental education, ecological education and education for sustainable development.

All areas integrate concepts and principles of the sciences (biological, physical, chemical and social) within an interdisciplinary framework. Activities such as preparing and planting a food garden, collecting seed from indigenous plants, building a worm farm or compost bin, constructing a trellis for climbing plants, revegetating the natural bush corridor, incubating eggs and raising chickens, identifying and harvesting bush foods from the Koori garden and creating an interpretive tree trail around the school provide processes and skills that involve observation, communication, classification, interpretation, questioning, measuring, reporting, predicting, designing, experimenting, testing, problem solving and hypothesizing.

Throughout the program it is hoped that the students acquire a knowledge and understanding of the living world and their place in it that enables them to live sustainably and responsibly.

Environmental classes are taken every week for one to one and a half hours.

ICT

This year Grade 3/4 students will have numerous opportunities to use a range of information and communication technologies across the curriculum. They will use a range of software programs that promote creativity, problem solving and thinking skills and develop their skills in the area of ICT. In addition to the computers in classrooms, Grade 3/4 students will have access to 25 notebooks on a weekly basis, which are used to integrate Information and Communication Technologies into everyday teaching and learning. They have access to a number of resources including networked computers, notebooks, digital cameras and interactive whiteboards.

As part of our ICT program, students will also be taught about appropriate uses for computers and safety on the internet. We will be focusing on:

- Respectful communication/netiquette
- Protecting personal information
- Behaving ethically online
- Cyberbullying
- Identifying appropriate online content/places
- Cybercitizenship—interaction with online communities
As a parent, you play an important role in helping your children have safe and positive experiences online. Become aware of how children and young people use the internet, some of the risks they face and strategies to manage these risks. Guide your child to enjoy the best of the online world. We recommend visiting [http://www.cybersmart.gov.au/Parents.aspx](http://www.cybersmart.gov.au/Parents.aspx) for information, tips and advice to help you and your family make the most of being online and staying safe.

### Indigenous Education

Within the indigenous history curriculum students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

**Years 3 – 6: Curriculum focus: Local/national history and use of a range of sources.**

Students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationship to others past and present. In these years, students begin to better understand and appreciate different points of view and to develop an awareness of justice and fair play.

This history curriculum seeks to target the distinct nature of learners in Years 3–6 by including content about Aboriginal and Torres Strait Islander societies, democratic concepts and rights, and the diversity of Australian society.

In this way, students develop an understanding of the heritage of their community and of their ability to contribute to it. They become aware of similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

The Patch Primary School Indigenous study is underpinned by the School Vision statement and is based on the agreed values of Respect, Integrity and Responsibility. We acknowledge the land as part of the Kulin Nation and specifically of Wurundjeri Place. At The Patch School we celebrate focus days of importance for Aboriginal communities such as Close The Gap. We incorporate Wurundjeri studies in the curriculum and are in the process of incorporating this with our Japanese program. Our outdoor environmental program, ‘Learning Landscapes’, fosters our multidisciplinary approach to Indigenous studies by providing a Bunjil Tree Trail and Bush Tucker trail.

### Japanese

At The Patch Primary School, the L.O.T.E. program (Languages other than English) focuses on Japan and the Japanese language. All students from Prep through to Grade Six learn the Japanese language and culture for one hour per fortnight.

While it can take up to 2000 hours of language study to become fluent in the Japanese language, primary school students have the ability to learn and retain new language readily, particularly in regard to written Japanese characters. Recognition of hiragana characters, and the way they form words and sentences, will be introduced and reinforced through a variety of learning activities and games. Japanese vocabulary and grammar will be emphasized, as well as learning about Japanese culture and etiquette associated with speaking in Japanese. Students will also have the opportunity to get involved in activities related to Japanese festivals, as well as some historical aspects of Japan.

The Japanese program at The Patch will also support the school’s English literacy and numeracy programs. It is difficult to teach another language without re-enforcing English structures. Numeracy is also supported, for example, numeracy activities such as telling the time, counting money and calculating...
change, etc., must be understood in English before being able to do in Japanese. Learning a second language assists in strengthening a student’s first language.

Each year, the school holds a cultural day, where students spend time participating in Japanese activities including sport, famous Japanese folktales, craft, music, etc. We are also applying for a Japanese sister school, so that students will be able to engage in meaningful language learning with students in Japan. Sometimes this is a lengthy process, but we will let you know as soon as we know!

We hope that students at The Patch will find learning Japanese a fun and rewarding experience, and that students will choose to continue Japanese at high school, where available. If you have any queries, concerns or suggestions, please do not hesitate to contact our Japanese teacher, Jane Capon, who is here on Mondays and Tuesdays.

**Library**

The Library program provides instruction for students on how to use a library effectively, how to access resources and how to borrow selectively and responsibly. It also offers opportunities to promote literature through book discussions, reviews, clubs, open times and shared reading.

**Literacy**

Our literacy program is designed to develop strategic readers and writers through the explicit teaching of reading and writing strategies. We believe that constructing meaning is the goal of Literacy instruction. We want students to monitor and enhance their understanding, acquire and actively use knowledge and develop insight. We want our students to learn strategies for: finding ideas for writing, learn to write with clear intentions and purposes, develop a working knowledge of the qualities of good writing, develop an understanding of the purpose of revision and learn to edit using appropriate writing conventions.

What is meant by explicit teaching of reading and writing strategies?

Explicit instruction can be broken down into six specific steps:

- Teacher explains *what* the strategy is.
- Teacher explains *why* the strategy is important.
- Teacher explains *when* to use the strategy.
- Teacher models *how* to perform the strategy in an actual context while students observe.
- Teacher guides students as they practice using the strategy.
- Students *independently* use the strategy.

Literacy instruction in Year 3/4 is divided into 4 parts.
1. Independent Reading/Conferencing
2. Explicit whole group instruction.
3. Independent Literacy Practice
4. Sharing of literacy tasks.

**Music**

Students at The Patch Primary School participate in a very extensive music program. The school is fortunate to have a large well equipped music room. All classes have music lessons based on the Orff approach. This integrates singing, movement/dance, speech and playing a variety of tuned and untuned percussion instruments. Extension activities including choirs, percussion ensembles, recorder club and rock band are offered throughout the year.
Children have the opportunity to perform at our end of term concerts, at school assemblies and at many community events during the year. Tuition is provided on an elective fee for service basis for violin, voice, guitar, piano, keyboard, brass and woodwind instruments. Information on these is available from the school.

**Naplan**

The Naplan tests for Grade 3 will be held on Tuesday 14 May, Wednesday 15 May and Thursday 16 May 2013.

Students have their skills assessed in numeracy, reading, writing, spelling, punctuation and grammar. National tests provide information on how students are progressing and support improvements in teaching and learning.

Parents and carers can best assist students by making them feel comfortable about the nature and purpose of the tests. Their children can be assured that the assessments will give them an opportunity to show what they have learned in class.

For more information you may go to: [www.naplan.edu.au](http://www.naplan.edu.au)

**Numeracy**

**Numeracy: Level 3**

There are 5 major areas covered in the Mathematics curriculum. These consist of Number, Space, Measurement, Chance and Data, Structure and Working Mathematically. 

**Number is the main focus of all our Numeracy work as it is the basis of all other areas.** Space, Measurement, Chance and Data is covered in both class and Environmental Education in ‘hands on’, practical and meaningful activities. Mathletics is used both within the classroom and at home as an engaging way to reinforce Maths skills.

The concept of place value and base 10, underpins all maths processes and number work. At Level 3 in Number students use place value (as the idea that ‘ten of these is one of those’) to determine the size and order of whole numbers to tens of thousands, and decimals to hundredths. They round numbers up and down to the nearest unit, ten, hundred, or thousand. They develop fraction notation and compare simple common fractions such as $\frac{3}{4} > \frac{2}{3}$ using physical models. They skip count forwards and backwards, from various starting points using multiples of 2, 3, 4, 5, 10 and 100. They estimate the results of computations and recognise whether these are likely to be over-estimates or under-estimates. They compute with numbers up to 30 using all four operations. They provide automatic recall of multiplication facts up to $10 \times 10$. They devise and use written methods for:

- whole number problems of addition and subtraction involving numbers up to 999
- multiplication by single digits (using recall of multiplication tables) and multiples and powers of ten (for example, $5 \times 100, 5 \times 70$)
- division by a single-digit divisor (based on inverse relations in multiplication tables).

They devise and use algorithms for the addition and subtraction of numbers to two decimal places, including situations involving money. They add and subtract simple common fractions with the assistance of physical models.

*Practical, real life mathematics can occur incidentally at home. Activities such as cooking, going shopping, singing number rhymes, carpeting or tiling floor spaces etc. are excellent learning opportunities. Be positive and praise your child’s success. Encourage your child to have a go at measuring, calculating, counting, estimating and solving problems. Encourage them to find their own answers and don’t be too quick to tell them the answers.*
### Philosophy

Philosophy is an integral part of our literacy programme. This programme encourages students to state their ideas and support them with reasons, without fear of criticism. Through discussion of their ideas and wider concepts, students develop their reasoning and thinking skills in a climate of respect and integrity. They are encouraged to clarify and develop their own opinions. At the same time important listening and responding skills are developed.

### Physical Education

Physical Education is the process through which sport and sport education, outdoor adventure activities, dance, gymnastics, aquatic, ball handling and athletics are used to help students learn motor skills and to learn about and achieve physical fitness. Physical Education activities also assist in the development of personal and social skills in students.

Students in their formative years P-3 develop basic education skills. These include the development of the essential fundamental motor skills - the catch, kick, run, vertical jump, overhand throw, ball bounce, leap a, dodge, punt, forehand strike and two handed side arm strike. Students must be given the opportunity to learn essential motor skills upon which later learning is dependent. Mastery of these skills by students is necessary if optimum development of higher level skills is to occur.

During the later years 4-6 students are taught a broad range of transitional, or lead-up motor skills and activities. The skills and activities at this level maybe combined or modified in various ways, practices with or without equipment and taught through individual practice or by incorporating them into game structure. Activities in this group include basketball dribble, modified netball, bat tennis and modified baseball – (T-ball)

All students need to be able to see physical activity in context. As well as being taught the technical skills needed to participate in a game, students need to be taught how to apply these skills and the movement concepts associated with performing them.

### Visual Arts

Creative learning experiences in the visual arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

Learning in the visual arts at The Patch Primary School takes several forms. Through arts practice students learn to develop ideas by drawing upon experience, exploring feelings, observing and researching. In order to communicate ideas, students learn the elements, principles, processes and techniques as well as the cultural and aesthetic values associated with specific art forms.

In responding to the visual arts, students learn to analyse and interpret art works. They learn how the visual arts are practised and valued in different societies and cultures, past and present. They form personal judgements of their own and those of others. They understand the skills and intentions of artists and the social or cultural contexts in which their works were produced.
EXTRA CURRICULAR

School Camps and Excursions

Excursions form an integral part of the learning experience of pupils at The Patch Primary School. It is expected that all children will attend excursions. Costs are kept to a minimum both in regard to each individual excursion and the number of excursions held each year.

Information will be provided for all excursions. Please ensure that all details on permission slips are completed before returning to the school with payment by the due date. Payments cannot be made on Fridays.

Children from grades 3 to 6 attend school camps. The school has a range of venues that are used to provide appropriate experiences at each year level.

**Grade 3/4 Camp:** Arrabri Lodge, Warburton: Monday, June 17th – Wednesday, June 19th, 2013

Gang Green

This weekly program offers students in years three and four the opportunity to expand and enrich their understanding of the natural world and to take actions to improve and protect it. Students participate in a range of activities such as revegetation, weed control, animal care, plant propagation, construction and anything that promotes their connection to, wonder of and respect for the environment and their place in it. Gang Green runs from 9.00 - 10.00 on Tuesday and involves 15 different students every semester.

HOW TO HELP YOUR CHILD

Parent Assistance

As school and home is a partnership in educating your child we welcome your assistance in the classroom. The following are just some of the ways you may assist your child:

- Classroom assistance: Weekly spelling testing, reading, maths
- Excursions
- Involvement in Wetlands Activities
- School Fête
- School camps
- School Council Membership
- Working Bee Involvement

If you think you have any special or extra skills, interests or hobbies that would add to the Level 3 program, don’t hesitate to let us know.

Homework

We believe strongly that grade 3 and 4 children need time to debrief when they get home from school. They need time to play, imagine, talk, and rest. They have, after all, been asked to think all day. With this in mind we are asking you to only do the following with your children on a regular basis: This should not exceed 30 minutes per day.
**Reading**
ALL students are required to read for a minimum of 15 minutes EVERY night or morning at home. This can be to parents, siblings or to themselves. Level 3 students are required to fill in their diaries EVERY night/morning with a record of their reading. We would appreciate it if parents could sign the diaries at least once a week.

**Spelling**
Your child will bring home a personal list of spelling words each week. We will provide you with ideas for simple fun activities you can do with your child at home to help them learn their spelling words. Spelling words will be tested every week.
We will also need at least 2 volunteers in each grade to test the children’s spelling words each week.

**Maths**
Your child will have short set tasks using Mathletics to complete each week.

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**AusVELS**

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

AusVELS incorporates the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning (F is the abbreviation for ‘Foundation’ which is now the common term agreed to by all States and Territories to refer to the first level of school (prep) for curriculum design purposes)

AusVELS is based on the VELS triple-helix structure of three interconnected areas of learning called strands. The three strands are as follows:

<table>
<thead>
<tr>
<th>Physical, Personal and Social Learning</th>
<th>Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.</th>
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</thead>
<tbody>
<tr>
<td>Discipline-based Learning</td>
<td>Students learn the knowledge, skills and behaviours in the arts, English, humanities, mathematics, science and other languages.</td>
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<tr>
<td>Interdisciplinary Learning</td>
<td>Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.</td>
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Domains are distinct bodies of knowledge, skills and behaviours within each strand.

Each of the AusVELS domains is structured by eleven levels associated broadly with the levels of schooling, from Foundation (Prep) to Level 10. The levels represent typical progress of students at key points within the stages of learning. It is recognised that students progress at individual rates and may demonstrate achievement at a particular level earlier or later than typical.
The eleven level structure reflects the use of eleven levels as a key feature of the design of the domains drawn from the F – 10 Australian Curriculum (English, Mathematics, Science and History). While this marks a change from the previous six level structure of the VELS, this change should not be interpreted as a move back to a more fixed, less personalised set of teaching and learning principles. In fact, the intent of the change is to strengthen the use of curriculum design as a tool for personalised learning.

<table>
<thead>
<tr>
<th>Nominal school level</th>
<th>VELS Level</th>
<th>AusVELS Level</th>
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<tbody>
<tr>
<td>Prep/Foundation</td>
<td>1</td>
<td>Foundation</td>
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While the VELS encouraged flexibility across two levels, the AusVELS structure will encourage teachers to go further and use the curriculum to appropriately target the learning level of each individual student in a class. This reflects the considerable body of research that shows that in any typical mixed ability class, students will demonstrate a range of abilities that spans approximately five school levels. The design of the curriculum as an eleven-point continuum of learning is intended to encourage schools and teachers to use the full continuum to more effectively monitor and provide feedback to students on their learning.