**Boroondara Park Primary School** 

**Team 5/6 Classroom Open Session 2024**

**Team 5/6 Staff**

| 5CB5CE | Claire Ballot - Room 9Clare Efron – Room 13 |
| --- | --- |
| 5SB | Kristen Schultz/Claire Brennan - Room 14 |
| 6HR | Heidi Roast – Room 11 |
| 6LK | Lisa Kanaris – Room 12 |
| 6SJ | Sarah Jacobs – Room 10 |
|  |  |

**Specialist Teachers**

PE Phil Wickham

Performing Arts Zoe Tsai

Art Lisa Trevorrow

French Marylou Higgins

EAL Sujatha Chaturvedi

**Learning Support Teachers**

Tutor Jen Coombs (Term 1) and Bridget Grundy (Terms 2, 3 and 4)

**Teaching and Learning in 5/6**

**What is happening in the classrooms?**

* Differentiated learning sequences
* Learning is targeted at the point of need
* There is a combination of whole class, individual and co-operative group work
* There is explicit learning instruction by the teacher
* There are opportunities for student reflection

**What is the Curriculum?**

* Victorian Curriculum
* Inquiry approach through an integrated curriculum

**How do we measure the success of the students?**

Rich Assessment Tasks, peer and self assessment, rubrics, student feedback, ongoing observation and monitoring, and standardised tests (eg. PAT Reading and PAT Maths, Essential Assessment).

**English**

We deliver a balanced approach to Literacy through incorporating all modes; Reading and Viewing, Writing, Speaking and Listening. On top of this the implementation of the English curriculum is well supported through the teaching and learning of our Integrated Studies units of work.

Our reading programs are developmental across the school, with the upper years building upon the skills and concepts established in the lower years. In Grade 5/6 the focus is on developing reading comprehension strategies, using a variety of fiction and non-fiction texts. Ongoing monitoring and assessment by all our teachers assists the classroom teacher to plan a program that meets the needs of every student.

**Reading**

There are 2 parallel programs in our Team 5/6 reading program. One is **Independent reading of free choice reading material**. The other is our **Book Club novel focus** in which the book is assigned to students by the teacher. Independent novels chosen by the students are used to practice comprehension strategies; Book Club is an opportunity to analyse structure, content and literary elements and give students the opportunity to share their thoughts with a small group of peers. Our 1:1 reading conferences further widen our program, with students having an individual reading goal based on “what good readers do”.

In Book Club:

Children are given texts according to their abilities and interests

Reading groups are based on reading abilities and continuum of learning

Emphasis is on understanding of texts

Revisiting texts is encouraged

In addition to Book Club reading sessions, additional learning in the Reading and Viewing aspect of the curriculum involves the analysis of a range of different text types eg. non fiction texts, poetry, persuasive articles, information reports.

In order to immerse students in a wide range of texts, each grade has a classroom library which is well stocked with books of a range of genres. The classroom libraries have texts catering to all interests and abilities. There is a range of fiction and non-fiction titles.

**Writing**

Our writing program includes:

-explicit teaching of form and structure of focus text type – in Term 1 this will be persuasive and narrative texts

-practice of writing genre, content reflecting aspects of reading program

-group/individual writing conferences

-word study/spelling

-vocabulary study

-grammar

We explicitly teach writing skills and behaviours using The Six Traits of Writing. This approach allows teachers and students to identify and name all stages of the writing process, and actively focus on skill development that falls within each quality or trait. The six traits are Ideas, Organisation, Voice, Word Choice, Sentence Fluency and Conventions. Teaching using the language of the traits allows meaningful tasks to be created at every stage of the writing process, using words and a predictable, familiar structure that students understand. Most importantly, it supports students to develop self-reliance and equips them with writing -improvement strategies. This approach is used across all genres of writing studied, and across the school from F-6.

**Spelling Program - SMART Spelling**

We use a whole-school approach to the teaching of spelling, called SMART Spelling. It comprises a clear Foundation – 6 scope and sequence that gives students the opportunity to explore the whole word: how it looks, how it sounds, what it means and what you can do to change the word. In a typical weekly sequence, teachers start by teaching the meaning of words to expand vocabulary and then break words into syllables, sounds and letter patterns (graphs, digraphs and trigraphs) following a simple routine that is in the SMART Spelling course.

Say the word

Meaning: put it in context and discuss variations

Analyse it in terms of syllables, sounds and letters

Remember it by focusing on the parts of the word we need to remember, and then

Teach it by spelling the word aloud using letter names and clustering.

​

In a SMART Spelling classroom, students are explicitly taught spelling patterns, one at a time. Teachers choose a range of words (from simple to complex) from a suggested list in the manual. Students are then guided to choose from that list, to meet different needs. Personal words are also a focus in SMART Spelling. Students are also given them a variety of tasks to do to help them learn the words and the patterns of spelling, and are regularly tested in order to track their progress.

Importantly, in order for the children to really grasp the concepts of grammar, spelling and punctuation they need to be given relevance. For this reason, in addition to explicit teaching, these aspects of writing are reinforced through our reading and writing program.

**Speaking &** **Listening**

Students will do a number of oral presentations including formal and informal presentations, debating and monologues. Opportunities to develop listening skills are embedded in our programs, as students work with partners and small groups, take part in book club discussions, reflect and build on the contributions of others, follow teacher instructions and take part in formal and informal debates.

All students have a personal reading and writing goal to guide their learning. Goal setting helps students to be more aware of the learning that they are expected to experience. This awareness helps them to be more engaged in the learning process. Mastery-oriented goals give students the opportunity to focus on learning standards and their own growth.

**Mathematics**

Numeracy learning occurs within the framework of a whole school inquiry approach. Through this approach we aim to focus on the conceptual development of understanding alongside skill development, meaning there is a balance between content and skills. Our focus is not just on whether our students can calculate efficiently but rather can they explain their thinking, make reasonable estimates, investigate a problem, connect ideas and transfer their learning.

Maths lessons are taught using a consistent lesson structure that builds on a student’s fluency and mental computational skills, with the individual needs of the students the highest priority. Maths tasks are open-ended and differentiated so that all children are catered for and experience success.

Teachers use a range of formal and informal assessment methods to inform their teaching to ensure the individual needs of students are catered for. Numeracy lessons are differentiated and structured according to the purpose and key learning intention of the lesson.

Our approach is implemented through the BPPS Instructional Model using Peter Sullivan model of anticipate, launch, explore, summarise.

| **Anticipate** | **Launch**  | **Explore****(You do)** | **Summarise/Revi****(We do)** | **Re explore****(You do)** | **Share/Reflection**  |
| --- | --- | --- | --- | --- | --- |
| \*Planning the lesson \*Consider possible misconceptions\*Prepare for differentiation | \*Tuning in activity\*Discuss Learning Intentions and Success Criteria\*Present students with ‘open ended’ activity\*Clarify any unknown vocabulary or understandings | \*Students work on open-ended task\*Teacher differentiates task using enabling prompt / extending prompt\*Teacher roaming interacting with students\*Explicit teaching at “point of need” (one on one or small group)  | \*Teacher uses student examples and students explains their thinking\*Explicit teaching at “point of need” | \*Students revisit the problem to try and solve it another way or do a similar task to consolidate their understanding | \*Discuss what students have learnt |

This approach includes a warm up to promote mathematical vocabulary and develop fluency and reasoning through verbal discussions. Students then have opportunities to apply their knowledge to problem solving situations either individually or in collaborative groups. Throughout the lesson, students take part in focussed teaching groups, complete independent, partner or group work and are involved in roving conferences with their teacher. Each lesson is concluded with an opportunity to reflect on learning and to share successful strategies.

We use a range of teaching strategies and resources including explicit teaching of skills, written tasks, games, hands on activities, online tasks and investigations. The use of concrete materials and manipulatives allow students to connect mathematical ideas to physical objects thus leading to a deeper understanding.

All students will have a mathematics goal to guide their learning.

Mathematical concepts are progressively developed throughout the school. Students are given multiple exposures to key concepts ensuring a thorough understanding. Applying concepts previously learned, problem solving and further extension is the focus in the senior years. The use of concrete materials is integral in teaching Numeracy across the school.

Observing a Numeracy lesson at BPPS, you would expect to see;

* Teachers working with a focus group for targeted teaching
* Students participating in hands-on activities using a range of concrete materials
* Language-rich classrooms involving students talking, listening, explaining and reflecting on their understanding of concepts
* Displays of Mathematical language and vocabulary
* A range of group dynamics, including students working with a partner, in a small group or thinking individually
* Teachers presenting lessons in a variety of ways

Maths Extension is provided for selected Year 3-6 students who are working 24 months or more above expected level. Students meet for an hour each week with a dedicated maths teacher and participate in a number of maths competitions including the Australian maths competition and Maths Olympiad. Students are provided with tailored independent work to complement the classroom program throughout the year.

**Term 1 focus** **is on place value in number and the operations**. Within place value and the operations, students will be expanding their ability to apply their knowledge of integers through investigations tied to real life scenarios. In measurement, students will focus upon linking decimal representation to the metric system.

In statistics and probability students will be exploring the likely probability of events through the collection and analysis of data sets.

### **Number and Algebra**

### Place value, operations (+, –, x, ÷), number patterns, fractions, decimals and fractions, money and financial mathematics

**Measurement and Geometry**

Length, perimeter, area, surface area, volume, capacity and mass

2D and 3D shapes, tessellations and transformations, maps, scale and networks, time and temperature

**Statistics and probability**

Chance, data representations and interpretations, length, area, perimeter, mass, capacity, temperature, graphs, interpreting data

**Integrated Studies**

Our Integrated Studies program enables children to:

-Understand their world through big ideas

-Work cooperatively with others to develop skills of listening, teamwork, empathy and collaboration

-Continuously reflect on themselves as learners

-Develop a social conscience that enables them to take responsibility for their actions

-Develop critical and creative thinking skills

**Term 1 unit - ‘Making Democracy’.** Students will be learning about the values of Australian democracy and the key features of the electoral process. They will learn about the responsibilities of the three levels of government, the ‘stolen generations’ and the fight for equal rights in Australia.  The essential questions guiding our learning are -

* What are the values of Australian democracy?
* What are the roles of the levels of government in Australia?
* How are elections conducted in Australia?
* How can we refine our ideas as we make an argument?
* What are the responsibilities of leaders and followers?

If you want to know what concepts your child is learning at school the **maths and literacy planners** can be found on the BPPS website under curriculum. <https://www.bpark.vic.edu.au/page/205/Curriculum-Planners>

# **Home Learning**

Students in Grade 5 and 6 are expected to read for 30 minutes per night using an independent book of their choice (Monday-Thursday), and complete weekly spelling activities, two ‘My Numeracy’ tasks and two ‘My Literacy’ tasks.

As the name suggests, we see your children’s education as a partnership. We believe that home learning complements and reinforces classroom practice and is in line with Department of Education recommendations.

Children are expected to read every night from Monday to Thursday. This means not just silently but also out loud on a regular basis, no matter what year level they are in. We also encourage you to read to them.

My Numeracy maths tasks are aimed at consolidating what they have been learning in class. Please note, if they are struggling with a question, they are encouraged to take a screenshot of the question and bring it to their teacher for help/clarification.

Additional home learning tasks may occasionally be sent home by all year levels, such as a Maths warm up game or an Integrated Studies activity. Specialists subjects may also send home a home learning task especially regarding practicing skills for school events and/or in preparation for classes.

If there are any concerns please discuss with your child’s teacher.

**ICT**

The iPad is used across the curriculum including specialist programs. You and your child have signed the acceptable user agreement when using their device at school. We are committed to providing a safe respectful learning environment including online and have resources we use as part of the learning program to support this.

**eSmart**

BPPS is an eSmart school. eSmart is a framework for schools to implement whole-school culture and behaviour change related to the smart, safe and responsible use of digital technologies. This work also promotes strategies for dealing with a broad range of cyber-risks and provides resources for the whole school including our parent community.

**Assessment and Reporting**

Mid year and end of year written reports available in Compass Parent Portal

Parent Teacher Interviews

Team expos at end of each term

In addition to the above, teachers are available at any time during the year to meet and discuss student progress.

**Sport**

**Interschool Sport**

 Summer – Basketball, Teeball, European Handball, Volleyball, Hot Shots Tennis

 Winter - Football, Soccer, Softball, Netball

**The Reggie Cup**

Organised House competition - children are encouraged to wear their house colours and whenever possible will play the same sports as those in interschool sports.

**Other**

Hockey (tbc), Girls AFL, Cross Country, Athletics and Swimming.

**Camping Program**

Camps are an integral part of our program and all students are expected to attend. They help to build resilience in students, extend their friendship network and develop a range of new skills.

**Grade Five** - The Summit 18-20 September 2024

**Grade Six** – Waratah Bay Surf Camp 28-30 October 2024

**Wellbeing Program**

At Boroondara Park Primary School we prioritise social and emotional wellbeing through our safe and supportive learning environment, evidence-based strategies, our curriculum programs and whole school community engagement. Wellbeing programs, approaches and initiatives that drive our practice include:

Start Up – the establishment phase of setting up our classrooms/spaces. A range of activities to promote a positive classroom climate and develop a sense of identity and community. The Start Up program incorporates the agreed Rights and Responsibilities of our school community.

Respectful Relationships – taught as part of the Health and Physical Education and Personal and Social Capability areas of the Victorian Curriculum. The curriculum supports schools to promote and model respect, positive attitudes and behaviours. It teaches our students how to build healthy relationships, resilience and confidence.

eSmart framework – helping schools promote cybersafety. eSmart uses eSmart practices as a guide to educate students to be smart, safe and responsible online.

Care, Learn and Share – our whole school pastoral care program. Students form groups from Foundation to Year 6 and participate in a variety of activities based around social and emotional themes.

PIVOT – a platform that enables staff to focus on student voice, through feedback via student perception and wellbeing surveys.

**Grade 6 Student Leadership**

As of 2021 all grade 6 students are school leaders. Each and every one of our students are highly capable and flourish given the opportunities to develop their leadership within our community.

The ‘Pillars’ of Boroondara are the community framework by which our leadership program operates and have been developed by the grade 6 students in a number of focus groups to determine how they can best serve their community.

Students align themselves with an area of the leadership model in which they are passionate and contribute to school improvement initiatives alongside members of staff who are linked to oversee and promote the individual pillars.

This is an initiative which stems directly from the Framework for Improving Student Outcomes and has particular emphasis placed upon student engagement, leadership and building school pride.

This year we have: Admin, Environment, Health & Wellbeing, Language & Library, STEM, The Arts

**Grade 5 Keen Green Team (KGT)**

The Keen Green Team is a key component of our senior school program. This environmental and sustainability directed opportunity focuses on key learning outcomes and thinking strategies in relation to student engagement with, and pride in, their school and a greater connection to the natural world.

Students have a strong voice in directing the work of the KGT, they develop a sense of agency through this development and initiation of projects and have opportunities to work in a variety of settings and groups thus allowing for development of interpersonal skills relating to collaboration, communication and problem solving.

Much of our students' hard work is underpinned by the framework provided by Sustainable Schools Victoria that allows us to chart the successes of our progress against agreed parameters as we work towards being a more sustainable community.

**Communication**

A notification is required if your child has been absent, with a reason for the absence.

Please arrange an interview if there is something in particular you wish to discuss (we are likely to have relevant information at hand if you let us know what the issue is beforehand).

We can be contacted by email at any time. We may not respond immediately as we may be teaching but will respond as soon as possible.

**What you can do to help**

Encourage your child to…

* talk about the books they are reading. Reading material does not need to be limited to books taken home from school. Visit libraries, read factual books, read a serial to your child. Newspapers and magazines are also suitable. Children enjoy being read to and modeling reading to them is an important part of the process.
* have a regular home learning time, when they are relaxed and feel ready to complete tasks comfortably. 45 minutes is the maximum we recommend.
* practise their times tables - Sunset Maths in Essential Assessment has some activities to support this; play card and board games; participate in shopping; and write lists, letters and stories.
* [How to build your child’s literacy skills 3-6](https://www.vic.gov.au/how-build-your-childs-literacy-skills-grade-3-6)
* [How to build your child’s numeracy skills 3-6](https://www.vic.gov.au/how-build-your-childs-numeracy-skills-grades-3-6)
* [Literacy and Numeracy tips in your language](https://www.vic.gov.au/download-literacy-and-numeracy-tips-your-language)

Please feel welcome to visit our classroom, observe your child’s work and share in all their school experiences and activities have to offer.

**Programs and Events**

* Grade 5 - NAPLAN testing for all Year 5s, March 13th Writing, March 14th Reading, March 18th Language conventions, March 19th Numeracy
* ICAS Digital Technologies, Maths and English - opt in basis. (International Competitions and Assessments for Schools)
* Interrelate - Family Life for Year 6s - August Term 3
* Cross Country – Thursday 18 April 12pm to 3.30pm at Leigh Park
* Senior Athletics (3 – 6) – Monday 29 July
* Hoop Time (date to be confirmed)

**Transition to High School**

**Information for Grade Five and Six Parents**

Tours of secondary schools and attendance at information nights is strongly recommended. This should start when your child is in grade 5. Check the secondary school websites or ring them to find out when these occur.

Be aware of:

* selection processes for High Achievers or Accelerated Programs and Scholarship Examinations
* school neighbourhood zones

**Timeline:**

**Week 1 Term 2** - ***Placement Information Pack for Parents/Carers for 2024 school year*** to all families of current Year 6 students

**By Friday 10 May 2024**  - Parents/carers return *Application for Year 7 Placement 2024* *Forms* to government primary schools by this date.

**Wednesday 17 July** - parents/carers notified, in writing, of their child’s Year 7 placement offer for 2025 school year.

**Tuesday 10 December** - Orientation Day at high school (government schools only)

Any questions about transition please see Shannon Reeve.