

Parent Information Booklet



Year 5 2025

Welcome to the new year!



Galilee Regional Catholic
Primary School

2025 YEAR 5 Teaching Staff

Class	Teaching Staff	Contact details
Grade 5B		hbidmade@gsm.vic.edu.au
Grade 5G		mgreenan@gsm.vic.edu.au

2025 Special Dates: Term 1

Thursday 30th January	First day of school for Years 1-6
Thursday 6th February	Welcome BBQ 4-6pm
Tuesday-Friday 25th-28th February	Year 5 Camp to Merricks
Monday 10th March	Labour Day public holiday
Wednesday 12 March to Monday 24 March 2025	Naplan
Friday 4th April	Last day of Term 1 - 1.30pm finish

Year 5 2025

Typical Daily Routine

Please note that timetables are subject to change based on the needs of the class and school events

8.35 am: School gate opens and children can come up to the classroom

8.50 am: School day begin

8.50-9.50am: Learning Session 1: PSEL, Reading, Writing or Maths

9.50-10.50am: Learning Session 2: Reading, Writing or Maths

(eating time - 10.35-10.50)

10.50-11.30am: Break time

11.30-12.30pm: Learning Session 3: Reading, Writing or Maths

12.30-1.30pm: Learning Session 4: Investigation time through directed play and exploration (STEM, Geography, History, Health)/ Religious Education/Personal, Social and Emotional Development

(eating time - 1:25-1:40)

1.40-2.20: Break time

2.20-3.25: Learning Session 5: Investigation time through directed play and exploration (STEM, Geography, History, Health)/ Religious Education/Personal, Social and Emotional Development

3.25: Dismissal

Specialist Classes

Four specialist classes will run over the week. The specialist classes are Performing Arts, Italian (LOTE), Visual Arts and Physical Education.

Weekly Timetable

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
PSEL		5B Italian 5G P/Arts	5B Art 5G PE	Class sport (sport uniform)
		5B P/Arts 5G Italian	5B PE 5G Art	5G: Miss Greenan released at 12:15, Mr Martello covers.
				Assembly

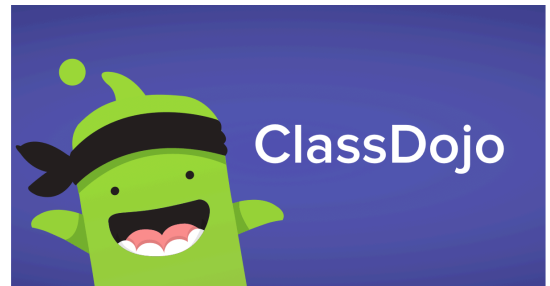
Communication

Communication must always be respectful.

We have a number of communication channels.

Please find a summary below.

In person: still the best and easiest way to get quick questions answered. Teachers are available for short periods before and after school, as are leadership and the office staff.



Dojo: Teachers can instantly share messages, updates, events, homework, and photos from class. Dojo messaging can be used for short, brief queries and conversations to teachers; for your child's portfolio and for class / school updates. Dojo messaging must not be used for detailed concerns.

Email: for longer, more detailed messages and higher concern, cc'ing other staff if and when appropriate.

Operoo: permission forms will be sent this way. You just have to follow the steps to approve or decline them.

Phone: for absences (or email admin@gsm.vic.edu.au) during hours or leave a message outside of hours.

We will try to respond as quickly as possible but when we are also teaching it can be tricky.

We ask for a 48 hour window to be able to respond properly.

Curriculum Program

Religious Education

Students explore Religious Education units such as: God's family, praying to Jesus, understanding the Easter story and the resurrection of Jesus, recognising the world that God created and the story of Christmas.

This is taught through: scripture, questioning, sharing thoughts and feelings, exploring social justice, understanding sacraments and hands-on activities, art, craft and role play.



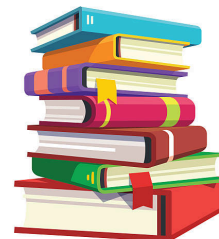
Each student has a prayer journal where they can respond to and write prayers and reflect on their classroom learnings and wonderings.

Students attend and lead school masses. Parents are encouraged to attend.

English

Oral Language

Oral Language is part of every learning experience and is integrated throughout the curriculum. Students are provided with a rich range of opportunities to engage with each other and practise vocabulary, conversation and listening skills.



Reading

The Reading program will enhance student's comprehension, accuracy, fluency, and vocabulary. Comprehension strategies will be taught, including questioning, retelling, summarizing, identifying the main idea, inferring and analysing the author's purpose. Students will also focus on expanding their vocabulary and paying attention to punctuation to ensure they are reading with expression. Students will explore both fictional and nonfictional texts and digital and print materials. They will engage in individual and group experiences and have access to quality literature.



Writing

In Writing, students will study the structure and features of different genres and learn about the process and product of writing, especially during Cold and Big Write sessions. They will engage in various learning experiences with a focus on VCOP: Vocabulary, Connectives, Openers, and Punctuation, which will help them uplevel their writing by using more complex sentences and engaging language. Our writing experiences include: discussion about topics and genres in small and large groups, development of ideas, use of vocabulary, a focus on spelling



using the SMART strategy and word etymology and the explicit teaching of sentence and text structure, grammar and punctuation.

Mathematics

A wide variety of practical activities and real life contexts will be used to support students to see mathematics as part of their everyday world. Counting, problem solving, patterns and order of numbers, place value, measurement, and spatial relations will be presented through problem solving, explicit teaching, concrete materials, games, practical activities and supportive written work.

Sweaty Brain Time

Sweaty Brain time is when students explore mathematical challenges that encourage them to problem-solve and aims to challenge all students at their point of need. Students are challenged to work in new ways, with an emphasis on mathematical thinking and reasoning.



S.T.E.M. based Inquiry

Science, Technology, Engineering and Mathematics.

During STEM, children will be exposed to History, Civics and Citizenship, Science, Geography, Economics, Design and Technology, Engineering Victorian Curriculum with a particular focus on the S.T.E.M. subjects.

Teachers use an inquiry approach to facilitate student exploration of concepts in a hands-on manner. Students get to form their own questions about topics and then research and explore. Concepts, skills and knowledge are explicitly taught. STEM provokes students to consider how and why things work and encourages reflection on new learning. Students also learn and develop valuable skills relevant to working in groups. History, Geography, Economics and many other domains are taught through STEM and inquiry units.



Our 2025 Big Ideas

Term One - Community

Term Two: Responsibility

Term Three: Connections

Term Four: Change

Digital Technology

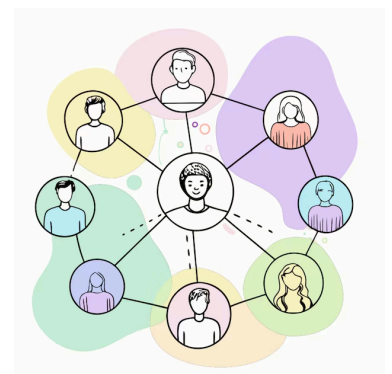
Students engage with a variety of digital technology tools, including iPads, Chromebooks, green screens, and microphones. In Years 3–6, each student is assigned an individual Chromebook for use throughout the year. They are encouraged to care for their device responsibly and navigate its features safely and ethically. Through the Digital Technologies curriculum, students will develop key skills such as collecting and representing data digitally, exploring digital systems, creating digital solutions, and using technology for video production.

At Galilee, we have partnered with Inform & Empower to support our students in becoming responsible digital citizens and navigating the online world safely. Should you have any questions regarding Cyber Safety or Technology at Galilee, please reach out to Mikaila Greenan or Marcus Page on: mgreenan@gsm.vic.edu.au or mpage@gsm.vic.edu.au

Personal, Social and Emotional Development

Throughout their school life, students explore the personal, social and emotional development of themselves as others. Explicit focus is devoted to skills such as:

- Growth Mindset: Have a go!
- Leadership skills
- Independence
- Perseverance
- Resilience
- Organisation
- Empathy
- Getting along with others
- Understanding and following directions



- Inclusion and diversity
- Active listening
- Seeking help when needed
- Public Speaking skills

We use books, songs, images, video clips, activities, role play, Circle Time and group activities to discover more about ourselves and our peers.

5 Step Behaviour Response System

To support students with classroom expectations, we are introducing a five-step behaviour response system across the school. This system aligns with our current policies, reinforcing positive behaviour while using restorative practices to guide students struggling with expectations. This will provide predictability and consistency across the school for all students.

The steps ‘reset’ at the end of each block. So a student getting to step 2 before recess, does not progress to step 3 after recess if the same behaviour is repeated; they would go to step 1.

Please see the attached table for details:

Step		Explanation
1	Non verbal redirection	Students are given a non-verbal redirect. Examples include pointing to work, finger over the lips or a head shake or nod.
2	Verbal redirection	Students receive a verbal reminder of the classroom expectation and are reminded that the next step will result in being moved to a new learning area in the classroom.
3	Relocation within learning area	Students are moved to a different area of the classroom and reminded that the next step will result in moving to another classroom and have adults at home notified.
4	Relocation to new learning area and adults at home notified	Students are relocated to an appropriate learning area. Parents are informed that their child was moved out of their learning area.
5	Re-entry to classroom	Students are discreetly and warmly welcomed back into the learning area, ensuring they are feeling included and are ready to re-engage with their learning.

Things to remember

All children learn differently and develop at different rates.

This is important to remember!

Throughout the school year there will be children who are still learning to form letters, use scissors, listen to instructions, manage their emotions, keep their hands and feet to themselves and everything else in between.

It is important to not compare your child to others and to not judge the learning journey of other students.



It is vital that we are encouraging, patient and understanding of all children.

3-6 Sport

In Grade 3-6 students have the opportunity to try out for Galilee Sport Teams, go off site and play against schools in our Dendy District. It is an honour to be selected and have this opportunity.

We provide opportunities in Cross Country, Basketball, AFL, Netball, Soccer, Cricket, Swimming, Athletics, Cross Country and Rugby.

Sports such as Cross Country, Swimming and Athletics are based on results from our schools Carnivals whilst AFL, Netball, Cricket, Rugby and Basketball are all tryout based selections. When an upcoming Dendy Sport Carnival is approaching there will be multiple opportunities to try out and multiple selectors picking the teams.

The age groups that are selected for the Sports are the same age groups that the Dendy District do compete in. The age group that your child(ren) competes in is the age that they **are/ have turning as of December 31, 2025**, e.g. If they are turning 10 in August, they will compete in the 9/10 age group or if they have turned 11 in January, they are competing in the 11 year old age group.

Grade 5/6 students will participate in Weekly Sport in Term 2. This is for AFL and Netball. Every Friday we go off site and play against another school and compete but these results have no bearing on anything. Later in the Term we will have Gala Days where the results give the opportunity to advance to a further stage.

All information will be communicated via Operoo, so please read those thoroughly because all the information will be in those.

Supporting your child's learning at home:

Reading: Students are asked to read daily for 20 minutes. Students will have a variety of texts that they can read at home, these include take home readers, library books, online texts and books from their home collection.

Spelling: Students will have eight to ten spelling words to practise each week. These will consist of words related to our sound of the week.

Homework Tasks: Homework sheets will be given to Year Five students on a **Friday** to stick in their homework book. Students will need to bring completed homework to school the **following Friday**. As the homework reflects the content taught, students may be unfamiliar with how to complete the task until the lessons are underway. Students are asked to attempt homework for at least 5 minutes before stopping, if they are unsure of any task, they are encouraged to ask their teacher during the week to explain or demonstrate further. Students are expected to keep their homework book **in their school bag** and bring it to school each day. Optional homework tasks may appear throughout the week for those students interested in extra tasks. If for any reason, students could not complete their homework, please send a written note via Dojo. We thank you for your cooperation and for supporting us in building independent learning for our Year Five students.

Let's work together

We would appreciate your help by supporting your child in the following ways:

- Arrive at school by 8.50 a.m. so your child starts the school day with the whole class and avoids missing out on important information.
- Ensure belongings are clearly named (please check regularly).
- Reinforce independent hygiene practices, for example flushing the toilet then washing hands and washing hands prior to eating.

- Keep up to date with school communication from Dojo, newsletters and the parent calendar.
- Reply promptly to notices and requests.
- Carefully monitor your child's health so we can prevent the spread of sickness.
- If you are arriving late to school, please remind your child they should collect a late pass from the school office before arriving at their classroom.
- Our policy is No Hat, No Play in Terms 1 and 4. Your child has a clearly named school hat to wear each day
- If you need to collect your child from school early, pick up times are 10.50am and 1.40pm.
- Notify the office of changes of address, phone numbers, emails and emergency contacts.

*** ALLERGIES and ANAPHYLAXIS ***

- As there are students with **SERIOUS** allergies, it is important that students **do not swap or share food**.
- We ask that you are mindful of these allergies and if possible **avoid sending nuts or nut products (peanut butter, nutella, nut bars)** to school.

Uniform

<https://www.psw.com.au/schools/galilee-regional-catholic-primary-school.html>

Please see information about the school uniform by following the link.

The second hand uniform shop is open Tuesday 3.25-3.40 and Friday 8.35-8.50.