**Boroondara Park Primary School** 

**Team 5/6 Classroom Open Session 2025**

**Team 5/6 Staff**

| **5CB**  **5CE** | **Claire Ballot - Room 9**  **Clare Efron – Room 11** |
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| **5PT** | **Paula Paziotis/Karin Tsiandikos Huf - Room 10** |
| **6SB** | **Kristen Schultz/Claire Brennan - Room 14** |
| **6SC** | **Kim Seng/Jen Coombs - Room 12** |
| **6PW** | **Phil Wickham - Room 13** |
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**Specialist Teachers**

**PE Carlos Milan (Tuesday, Wednesday, Thursday and Friday)**

**Performing Arts Zoe Tsai (Monday, Tuesday and Friday)**

**Art Maryanne Cozzio (Monday, Tuesday, Wednesday and Thursday till 1.30pm)**

**French Marylou Higgins (Monday, Tuesday, Wednesday)**

**EAL Sujatha Chaturvedi (Monday, Tuesday)**

**Learning Support Teachers**

**Tutor Bridget Grundy (Monday and Tuesday)**

**English**

**At Level 5 and 6** students engage with a variety of texts for enjoyment and learning. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in **Level 5** as independent readers may include complex sequences of events, elaborated events including flashbacks and shifts in time, and a range of characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may supply technical information and/or content about a wide range of topics of interest, as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features may include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics.

Literary texts that support and extend students in **Level 6** as independent readers may include elaborated events including flashbacks and shifts in time, and a range of less predictable characters. These texts may support students’ understanding of authors’ styles. They may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may include technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics.

Students create a range of narrative, informative and persuasive texts that may include stories, procedures, performances, reports, reviews, poetry, expositions, explanations and discussions for particular purposes and audiences.

**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 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**

In 5-6 we currently teach spelling using the SMART Spelling program. This is a systematic, explicit and synthetic phonics approach to spelling.

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.

**Mathematics**

# Our Maths Curriculum is based on the [Victorian Mathematics Curriculum 2.0](https://victoriancurriculum.vcaa.vic.edu.au/mathematics/mathematics-version-2-0/curriculum/f-10) which describes what is essential for students to achieve in maths from Foundation to Year 10 across Victorian schools. The curriculum sets out what students are expected to learn and is designed as a continuum of learning.

Each term we have a number of concepts that we cover which have been developed using an Inquiry Approach to Maths. For information regarding what is being taught in Maths in Team 5-6 please refer to our [Maths Overview](https://www.bpark.vic.edu.au/page/205/Curriculum-Planners) on our website.

**Goals**

All students have personal reading, writing and maths goals 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. They are guided through conversations with their teacher to choose achievable goals and to reflect upon their growth as they work towards successful outcomes. These are reviewed regularly by the student and teacher during one to one conferences. Be sure you know your child’s goals so you can support them on staying on track, celebrating successes, and problem-solving as needed.

**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 - This is Me!** Students will explore their identity and the characteristics that make them who they are. They will consider the influence that the media, role models, and pressure from others have on their identity. Students will learn about the changes associated with puberty and investigate different ways to stay healthy in mind and body. They will create an identity self-portrait to celebrate who they are and share these with visitors at an Art Exhibition. The essential question guiding the learning is: How can I support myself and others to cope with challenges?

For more information about what concepts your child is learning at school refer to our **Integrated Studies,** **Maths and Literacy planners** 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 held at the end of Term 2.
* 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, Volleyball, Hot Shots Tennis, Softball

Winter - Football, Soccer, Netball, Teeball, European Handball

**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.

**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 17-19 September 2025

**Grade Six** - Club Lorne Outdoor Education Camp - 2-4 April 2025

**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)

**Programs and Events**

* Grade 5 - NAPLAN testing for all Year 5s, March 12th Writing, March 13th Reading, March 17th Language conventions, March 18th Numeracy
* ICAS Digital Technologies, Maths and English - opt in basis. (International Competitions and Assessments for Schools)
* Interrelate - Family Life for Year 6s - date tbc
* Cross Country – Tuesday 29th April at Leigh Park
* Senior Athletics (3 – 6) – Tuesday 1st July
* Whole School Production - Monday 10th November

**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:**

The Department of Education now uses an online enrolment system called VicStudents for Year 6 students enrolling in Year 7 at Victorian government secondary schools.

At the start of Term 2one adult from each Year 6 student’s family will receive an email with a link to register and use the online system.

For more information about secondary school enrolment and supporting your child during this important transition, please visit the following webpage:<https://www.vic.gov.au/moving-primary-secondary-school-information-parents-and-carers>

**Tuesday 9 December** - Orientation Day at high school (government schools only)

Any questions about transition please see Shannon Reeve.