**Boroondara Park Primary School** 

**Team Foundation Classroom Open Session 2024**

**Team Foundation Staff**

| **FKJ** | **Miss Kirstin Jones** - **Rooms 1 and 2** |
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**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), Bridget Grundy (terms 2, 3 and 4)**

**Teaching and Learning in Team Foundation**

**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 will be 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

**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.

**Reading**

Our reading programs are developmental across the school, with the upper years building upon the skills and concepts established in the lower years. In Foundation, the focus is on learning to read, developing over the seven years of primary school so that ultimately the students are reading to learn. The focus of the junior years literacy program is to develop the reading skills of all students from Foundation through to Year 2. This provides the building blocks of skills, strategies and attitudes for future learning. Ongoing monitoring and assessment assists us to plan a program that meets the needs of every student.

In Foundation the focus is very much on ensuring students are given every opportunity to have a successful start in English. At this level, reading is the process of getting meaning from print. Children are encouraged to make sense of print by:

* Drawing on personal experiences
* Learning letter/sound combinations
* Applying their knowledge of letter sounds to the words they encounter in texts
* Looking at the pictures
* Looking at print eg: known letters or words
* Listening to the ‘flow’ of language to help predict what would sound right

Students explore a variety of texts through: modelled, shared and independent reading. They are introduced to a number of beginning reading strategies, such as: predicting a story based on the pictures, using pictures to help with unfamiliar words and matching spoken words to written text.

A designated reading block is undertaken by all classes. Each child is carefully monitored and provided with explicit teaching so that they can be suitably challenged. Our junior years program includes a structured reading program which involves small focus groups, whole class participation and opportunities for students to work individually as well as collaborate with their peers.

In the classroom our differentiated reading program uses the Gradual Release of Responsibility model – **I Do** (Teacher) / **We Do** (Teacher/Student) and **You Do** (student). During our daily reading lessons the following scaffolds are used to teach comprehension skills, grammar, text structures and how reading should sound:

* Modelled Reading – Teacher reads aloud to students, modelling the reading strategy
* Shared Reading – Teacher reads and students join in
* Guided Reading – Teacher supports a group of students of similar competency to read an appropriate levelled text
* Independent Reading– Students engage with a range of texts, practicing the strategy themselves.

An important component of the junior school reading program is “Guided Reading”. This is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. Teachers select books that students can read with about 90 to 94 percent accuracy. Students can understand and enjoy the story because it's accessible to them through their own strategies, supported by the teacher’s introduction. They focus on meaning but also use problem-solving strategies to figure out words they don't know, deal with difficult sentence structures, and understand concepts or ideas they have never before encountered in print. The teacher supports the group of students to read a text independently, guiding or ‘scaffolding’ the students as they read, talking and thinking their way through a text. Guided Reading gives students the chance to apply the strategies they already know to decode new text. The main goal of Guided Reading is to help students use reading strategies whilst reading for meaning independently. Guided Reading sessions are made up of three parts: before reading discussion, independent reading, and after reading discussion.

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.

Each student has access to many books in the classroom and as part of the books they bring home each day.

Please note that the books children bring home are books that the children should be able to read with good independence (95 - 100% accuracy).

**Writing**

Our writing program includes:

-explicit teaching of form and structure of focus text type

-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 skills 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.

**S**ay the word

**M**eaning: put it in context and discuss variations

**A**nalyse it in terms of syllables, sounds and letters

**R**emember it by focusing on the parts of the word we need to remember, and then

**T**each it by spelling the word aloud using letter names and clustering.

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In a SMART Spelling classroom, students are explicitly taught spelling patterns, one at a time. From Grade One onwards 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.

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. Opportunities to develop listening skills are embedded in our programs, as students work with partners and small groups, take part in discussions, reflect and build on the contributions of others and follow teacher instructions.

All students will have a personal reading and writing goal to guide their learning. They are guided 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 reading goals so you can support them on staying on track, celebrating successes, and problem-solving as needed (including knowing when to abandon a book and choose one that is a better fit).

**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.

At BPPS, our approach to the teaching and learning of numeracy aligns with the Department of Education’s Maths Teaching Toolkit. Numeracy is taught in a way that is positive, engaging, challenging and linked to real-life. Students explore the FOUR PROFICIENCIES of Understanding, Fluency, Problem-solving and Reasoning in the key areas of Number and Algebra, Measurement and Geometry and Statistics and Probability through the use of questions, open-ended mathematical problems and challenges. 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** **(We do)** | **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. In the junior school, the focus is on teaching the foundation skills to set the students up for success in their Numeracy learning. Students are given multiple exposures to key concepts ensuring a thorough understanding. Moving into middle school, the focus is on broadening and extending the understanding of key concepts. Foundation understandings will be revisited and extended upon according to the needs of the students. 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

Each term we have a number of concepts that we cover which have been developed using an Inquiry Approach to Maths. In Foundation the **Term 1 focus i**s on developing understanding concepts of number and numerals with a focus on numbers up to 10. In measurement, students will sort, describe and name familiar 2D shapes (eg.square, triangle, rectangle) and describe familiar time sequences of events (eg. days, weeks, before and after lunch). In statistics and probability students will collect simple yes/no question survey questions and display the results with objects and drawings.

All students have a mathematics goal to guide their learning.

**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 – In Our Community -** As a member of a community, we need to be able to show respect, listen to and care for each other. In this Unit students will consider their place in their community. They will begin by making a box creation/paper puppet that represents themselves, and then an icy pole stick family portrait to represent their place in their family. Students will present what they know about their family to the rest of the class and learn how families are different. They will learn about how to stay safe and how to ask for help in their classroom, school and in the community. **T**he essential questions guiding our learning are:

* Who is in my family and how are families different?
* How can I be a good friend to people in my community?
* Who is in my school community and what are their roles?
* What other groups do people belong to in this community?
* How can I be safe and seek help at school or in an emergency?

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 Foundation are expected to read their home Reader, fill out their Reading Journal and practise their M100W words each week.

Children are also encouraged to prepare and practise their Share Time each week to support their Speaking and Listening development.

Terms 1 & 2 - Echi Echidna Adventures - Students take home a soft toy echidna for one week to have an adventure. They write about this adventure and at the end of the week they share this special week with their class.

Terms 3 & 4 - Foundation Stars - Students are the Foundation Star for one week. Throughout the week they present 3 special presentations to their class: Personal Timeline, Personal Showbag and Personal Skill. On Friday all the Foundation students and teachers come together. The Foundation Stars from each grade choose one presentation that they shared and will present it again to the whole cohort.

As the name suggests, we see your child's education as a partnership. We believe that home learning complements and reinforces classroom practice and is in line with DET recommendations.

Children are expected to read every weeknight. 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.

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.

**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

**Sport**

Children participate in a 50 minute sport session and physical education session each week.

P.M.P. (Perceptual Motor Program) 50 minutes a week in Terms 2 to 4.

**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.

**Communication**

A notification is required if your child has been absent with a reason given 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.
* play card and board games; participate in shopping; and write lists, letters and stories.
* Literacy and Numeracy Tips to help your child every day

<https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/LiteracyandNumeracyTipstoHelpYourChild_Final.pdf>

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**

* Life Ed - Term 2 - Harold’s Friendship
* Whole School Cross Country - Thursday 18 April at Leigh Park
* Junior School Athletics – TBA