WELCOME TO YEAR 5

CLASS TEACHERS: JEFF GOLD (5R) MERRYN ROSS (5R) & LEWIS TAIT (5T)
STAGE SUPERVISOR: TRISH NOBLE
School Priorities for 2016

- Visible Learning
- Collaborative Teaching
- Engagement and Well-Being
STRUCTURE OF CLASSES

• Collaborative Teaching as per the School Plan
• Assistance from Ms Lois Worsely (EAL/D) & Ms Melinda Gimblett (LAST)
• Literacy Groups and Numeracy Groups to cater for the learning needs of the cohort

What is Collaborative Teaching? (There are different models, please see handout)

• Grade teachers and support staff meet weekly to program and plan units of work to ensure consistency

Lessons where 2 or more teachers share the teaching responsibility for the whole grade within one larger classroom or shared space.
Benefits

Collaborative teaching allows class teachers, learning support teachers to interact with all students at different times and when teachers work together and support one another, there is a circulation of professional knowledge and a shared understanding of student needs. This is a critical factor in achieving the best outcomes for our children.

• Preparation for high school – exposure to more than one teacher
• Groups catered for individual need
• Opportunities to work with a variety of students
• Clear academic and behavioural expectations across the grade.
OUR TEAM TEACHING PHILOSOPHY

• To ensure students develop confidence, positive attitudes, high self esteem, respect for others and a desire to strive for personal excellence.

• To encourage students to become independent learners and take responsibility for their own learning.

• To develop collaborative work skills and positive interpersonal skills in each child.

• To provide a range and variety of learning experiences which cater for all children.

• To provide each child with a sound knowledge base and the necessary skills in literacy and numeracy.

• Continuing to develop a strong three way partnership.
DifferenTiation oF CuRricuLum WItHin The CLaSSroom

Literacy
• Reading Groups – explicit teaching of super six comprehension strategies and use of literature circles
• Spelling Groups
• Writing groups/scaffolds/ peer discussion- explicit teaching of different writing techniques and devices writers use for different purposes
• LAST support with Mrs Gimblett

Mathematics
• Open-ended investigations
• Mr Rosenthal extension group/Maths Olympiad Competition
• Maths group with tasks targeting specific needs of students
CURRICULUM OVERVIEW – ENGLISH T1

In the Writing and Representing strand this term, we will be focusing on persuasive texts dealing with issues surrounding our History Unit ‘Shaping Our Nation’ and descriptive text (narrative).

In the Reading and Viewing students will participate in activities which centre on a shared reading novel as well numerous visual literacy books and multimedia clips. When teaching reading, we not only want to help the students decode text but also engage with core ideas, adopt critical stances, make connections and enjoy the pleasures that being a fluent reader brings.
MATHS – TERM 1

Whole Number 2
Addition and Subtraction 2
Multiplication and Division 2
Length 2
Time 2
2D Space 2

Working Mathematically has five interrelated components: communicating, problem solving, reasoning, understanding and fluency.
Each Year 5 class will be holding their own fitness sessions:

Students will be taught the fundamental skills of basketball in a fun, five week program.

Towards the end of the term classes will use this time to prepare for the upcoming cross country carnival.
HISTORY TERM 1

Shaping our Nation

This unit explores Australian culture with a focus on significant historical events and people that have shaped Australian our nation. A key area of enquiry will be the Australian colonial gold rush.

Students will have a homework research task to complete focusing on the culture of another country.
HOME LEARNING

• Home Learning in Stage 3 will be provided fortnightly and will be based on current class work.

• Activities will incorporate literacy and numeracy and some optional activities

• Home learning should take into account the demands of contemporary family life and parents should have the choice of opting out of homework for their child if they believe it is not beneficial to the child or they feel it is having a negative impact on the child’s attitude towards learning.

• Please return the ‘Intention to Participate in Home Learning’ by Monday 15th February

• Home Learning to start Week 4
Google for Education

From Term 2, Home Learning will be delivered and submitted electronically through Google Classrooms for Education. Each class has their own page and each student becomes a member of their class.

Students will also be using Google Classroom (for example Google Docs for brainstorming) during the school day for different activities. Google Classroom allows teachers to distribute assignments and make reminders or post questions for inquiry.

When work is submitted, teachers can also provide direct, real-time feedback on the document or when working on a Google Doc in the classroom.

Parents will receive handouts about how to log in and submitting work at a later date.
Technology

Bring Your Own Device (BYOD) will continue to be implemented across Stage 3 classes. Students are invited to bring a device to school to assist with their learning as per the school policy (on school website). The use of technology in the classroom will increase throughout the year and will be used as a tool in many different lessons.

Please read the school policy and if you have any questions, please contact Miss Noble.

Ipads will be incorporated into classroom learning across a range of KLAs.

Google Classroom will be introduced into Stage 3 home learning.

Please advise the class teacher on the Home Learning Note if your child does not have access to an electronic device and the internet at home.
ASSESSMENT AND REPORTING

• Semester 1 and Semester 2 School Reports (are the students achieving a standard appropriate to their learning ability?)

• Parent Interviews- end of Term 1 (goal setting, What is the next step in their learning? What can be done to support them?)

Assessment is ongoing, is used for planning, ensures an continuum of learning and provides feedback to students so they can monitor their learning.
STAGE PROGRAMS WITHIN AND BEYOND THE CLASSROOM

• Leadership Initiatives – Term 2 and 3
• School Concert – Term 4 (3rd November)
• Dance to be Fit – Term 3
• Premier’s Reading Challenge
• Extension Language Groups
• Mr Rosenthal Maths group
• PSSA Sport and Zone teams
• Band and Senior Choir
• Stage 3 Camp (23th-25 August)
• Public Speaking and Debating
• Wakakiri
IMPORTANT DATES

Stage 3 Camp - 23-25th August Canberra and Snowy Mountains

NAPLAN 10-12th May

Selective High School Applications for Year 7, 2018 - Term 4

Leadership Workshops - August

Leadership Elections second half - Term 4
LEADERSHIP ROLES FOR YEAR 6, 2017

The election process for the roles below start in Term 4. Please view the school ‘Leadership Policy’ which is on the school website.

Roles for Election:
House Captains – Each house elects 1 boy and 1 girl captain and 1 boy and 1 girl captain vice captain

School Captains – 1 boy and 1 girl

School Vice Captains - 1 boy and 1 girl

School Prefects - 2 boys and 2 girls
LEADERSHIP - CONTINUED

There are two different election processes. One for House and Vice Captains and another process for School Captain, Vice Captain and Prefects.

House Captains Process

House meetings, Years 3-6, will be held as the first step in leadership elections. Prior to meeting students nominate themselves. At the meeting they present a short speech and voting takes place at that meeting.

School captain, Vice Captain and Prefect process:

All students can nominate themselves.

Round 1

During Round 1, all nominated candidates will deliver their speeches to the Year 5 student body ONLY.

The candidates will be shortlisted by their Year 5 peers, through the voting process.

Round 2

The shortlisted candidates will present their speech to the Year 2-5 student body and staff. Years 2-5 students and staff members will vote.
Students may nominate for all leadership positions. They can only take up one leadership position.

All leadership positions will be announced at Recognition Day.
COMMUNICATION

- Term letters
- Weekly Newsletters
- School Website
- School Facebook Page
- Appointments made through school office
- Email
Any questions?