

Welcome to Year 5

VISION:

To be a safe and caring community who learn and grow together, to make a difference for us and our world.

COMMUNICATION

- Visit KPS website - Updated regularly.
- KPS Newsletter (fortnightly) / Office Update (alternate week)
- Diary checked every day.
- Phone 9376 6013
- Email. (Replies will be in business hours. Please allow 2 days for a reply. If urgent please ring the office).
- Make an appointment.

We are unavailable after school on Tue / Wed (and Thurs for Hayley) due to meeting commitments.

Please don't hesitate to get in contact with us - Particularly if you have a question or a concern. That way we can do something about it.

HOME LEARNING

30 minutes per night is DET recommendation.

Reading: A variety of texts from home or the classroom/school library. Daily reading to be recorded in diaries. Include shared reading with family members.

Spelling: Words from students' own writing or challenge words. A matrix of activities will be pasted into student diaries and words will be selected on Fridays.

Mathematics: Multiplication/Division facts, Maths Home Learning Matrix from the school website and Khan Academy. If you haven't signed up for Khan Academy, please see us after the session.

Other tasks such as research, projects and assignments and completing classroom work may be assigned. If students do not complete work in class, they will be encouraged to take it home.

CAMPING PROGRAM

With Year 6s

YMCA Anglesea

Dates: Term 3, Week 1

Wednesday 19th - Friday 21st July 2017.

TEACHING AND LEARNING FOCUS

- To develop student independence and promote ownership of their individual learning progress.
- To capitalise on the strengths of a team of teachers.

KENSINGTON KICK OFF

Developed specifically for Kensington Primary School, based on student feedback and Attitudes to School Survey. The program aims to set the tone for the year of learning.

The first two weeks of school involved Kensington Kickoff experiences which were developed to build relationships between students and teachers. We developed a joint understanding of creating a safe, positive environment where all students are expected to learn to the best of their ability.

Some concepts explored were:

- Unpacking the school vision
- Developing self-awareness
- Team building
- Interpersonal skills
- Identifying “What makes a good learner”

DEVELOPING INDEPENDENCE

Year 7 is 100% self managed timetables, relationships with many teachers and the need for ownership and responsibility for learning.

Parent feedback has indicated that the transition to this expectation can be challenging for many students.

Know themselves as learners.

Every student to be articulate about what their goals are and how they are going to achieve them.

This is a step towards developing those skills in a highly supportive, structured, safe learning environment.

There will be students that are highly motivated and those that require support to maintain motivation
- just like in all classrooms.

WORKSHOPS

Workshops are an opportunity for students to gain deeper knowledge in areas in Mathematics, Reading and Writing that cater to their personal needs and interests.

As the students become more familiar with the structures and expectations, Workshops will be able to become more varied in delivery format.

By need (structure / punctuation / vocab)

By interest (scary narratives, funny narratives, sad narratives)

Lessons are still differentiated in exactly the same way they are in all other rooms.

Workshop groupings will 100% be dictated by student learning data and the needs of the kids.

TIMETABLES

Each child will write their individual timetable in their diary.

Students will add other school events / reminders to their diaries.

To start with, most of their timetables will be very similar. As the year progresses and students get used to self management, their timetables will become more personalised to support their individual learning.

TIMETABLE

	Session 1	Session2	Session 3	Session 4		Session 5
MON	HOMEGROUP Class Circle Bounce Back Personal Timetable	MATHS Workshop 1 (Homegroups)	READING Workshop 1 (Homegroups)	WRITING Workshop 1 F: Lively Letters H: Daring Debates T: Convincing Comics	IR & FP	WRITING Goal Time Tom - Conferencing 1 Fleur - Conferencing 1 Hayley - Roving 1
TUE	MATHS Workshop 2 (Homegroups)	WRITING Workshop 2 F: Lively Letters H: Daring Debates T: Convincing Comics	READING Workshop 2 (Homegroups)	YEAR 5 SPORT	IR & FP	READING Goal Time Hayley - Conferencing 1 Tom - Conferencing 2 Fleur - Roving 1
WED	5F: MATHS Goal Time 5H: Library 5T: Indonesian	5F: Indonesian 5H: MATHS Goal Work 5T: Library	MATHS Workshop 3 (Homegroups)	MATHS Task Time Fleur - Conferencing 2 Hayley - Conferencing 2 Tom - Roving 1	IR & FP	READING Workshop 3 (Homegroups)
THU	5F: Art 5H: PE 5T: Music	READING Task Time Tom - Conferencing 3 Hayley - Conferencing 3 Fleur - Roving 2	WRITING Workshop 3 F: Lively Letters H: Daring Debates T: Convincing Comics	WRITING Task Time Fleur - Conferencing 3 Hayley - Leadership Time Tom - Roving 2	IR & FP	5F: Library 5H: Music 5T: MATHS Goal Time
FRI	5F: Music 5H: Art 5T: PE	5F: PE 5H: Indonesian 5T: Art	INQUIRY	INQUIRY	IR & FP	Learning Reflection & Finishing Off ASSEMBLY

GOAL SETTING

Each child has a folder that will have a Learning Goal sheet for each subject area.

Initial goals are set from assessment data and from past reports.

Students and teachers are both able to set learning goals.

Students will be supported to take ownership of knowing their goal, and will have time to actively work on providing evidence of goal achievement.

Students will be supported with strategies and examples of what quality evidence might look like.

Goals will be dated to track student progress over time.

CONFERENCING

Every child will have individual learning conferences with their teacher.

A conference will cover:

- Learning goals
- Evidence being shared
- Quantity/quality of work.
- Use of time/behaviour/action plan for independent work.

Conferencing ensures that students have regular opportunities to demonstrate that they have achieved a goal, but also, regular check in's with the teacher to ensure that progress is being made.

Conference Example

T: Hi Sally, can you tell me about your writing goal?

S: Sure, I am working on adding descriptive words to my texts to capture the reader's interest.

T: Ok, and how have you been working on that goal?

S: Well, I've been finding descriptive language in my reading and trying to use them in my writing.

T: So can you show me some evidence of that work?

S: I sure can. I highlighted all the new descriptive words in my writing and I also entered them into my personal dictionary for future reference.

T: Well done. Your evidence shows that you have achieved that goal! Great job. Let's think about your next goal. I've noticed that you've missed a few commas in your text. How do you feel about that as your next goal?

ASSESSMENT

Common assessment tasks and pre-assessments will be given before each unit of work to determine each student's abilities and the teaching strategies required for them to progress. Post-assessments will be conducted to evaluate student progress and the effectiveness of teaching.

Student results will be shared with the student during conferences and goal setting sessions.

Reading - Fountas and Pinnell, On Demand Reading

Writing - Moderated Writing samples, Single Word Spelling Test

Maths - PAT Maths, Moderated Maths Tasks

REPORTING

At the conclusion of each workshop unit the teacher responsible will compose a short report like statement. Eg:

Sally composed a detailed narrative, using interesting descriptive vocabulary to add depth to her characters. Her planning was detailed and she continually revisited her plan during the writing process.

These statements will form the report comments as they capture the semester's work.

Writing:

Each week - 3 X Writing Workshops (Explicit teaching of a writing skill identified by a pre-assessment task)

All teachers will be planning and teaching the same writing skill / concept (e.g. emotive language).

Each teacher will run a Workshop with a different topic / theme / modality. eg: Persuasive texts - Advertisements/ Debates / Political and Social Campaigning. Students choose which mode interests them the most.

1 X Workshop Follow Up session - ALL children completing a set writing task that will extend or develop the skill / concept taught for the week. 1 teacher providing roving support and guidance. The other 2 teachers will be conducting individual conferences with their HOMEGROUP students. (They will still be in the space to monitor how students are working, etc.)

1 X Writing Goal Session – Writer’s Notebook. 1 teacher roving support. 2 Teachers individual conferencing.

Reading:

Starting in homegroups, until students get used to working more independently and taking responsibility for their learning goals.

3 X Reading Workshops - targeting reading skill based on pre-assessments.

1 X Workshop Follow Up session - to practice that skill.

1 X Reading Goal session - Self guided while teachers conference/rove.

Maths:

All students will complete PAT Maths and Moderated Maths tasks.

Starting in homegroups, then building towards workshops as students develop more independence and greater responsibility for their own personal learning goals.

Like Writing Workshops, groupings will support student development and be based on catering to their personal needs and interests.

3 X Maths Workshops.

1 X Workshop Follow Up session.

1 X Maths Goal session.

OTHER LEARNING AREAS

Inquiry

- 2 sessions per week.
- Inquiry covers the standards as outlined in the Victorian Curriculum for Science, Humanities, Technologies. It also includes the capabilities of Critical and Creative Thinking, Ethical Understanding, Intercultural Understanding, Personal and Social Learning.

Bounce Back

- Each Monday begins with a Class Circle / Bounce Back Session.
- Class Circles are about checking in, preparing for the week, addressing issues/challenges that have emerged. This is an opportunity to check in as a class community.
- Bounce Back values and strategies will be covered as part of Class Circles.

BOUNCE BACK

B	Bad times don't last. Things get better. Stay optimistic.
O	Other people can help if you talk to them. Get a reality check.
U	Unhelpful thinking makes you feel more upset.
N	Nobody is perfect - not you and not others.
C	Concentrate on the positives (no matter how small) and use laughter.
E	Everybody experiences sadness, hurt, failure, rejection and setbacks sometimes. They are a normal part of life. Try not to personalise them.

B	Blame fairly – how much of what happened was because of you, how much was because of others and how much was because of bad luck or circumstance?
A	Accept the things you can't change, but try to change what you can first.
C	Catastrophising makes your worries worse. Don't believe the worst possible picture.
K	Keep things in perspective. It's only one part of your life.

TIMETABLE - SPECIALISTS

5F

	Wednesday	Thursday	Friday
Session 1		Art 	Music 
Session 2	Indonesian Stem 		P.E. 
Session 3			
Session 4			
Session 5		Library 	Assembly

5H

	Wednesday	Thursday	Friday
Session 1	Library 	P.E. 	Art 
Session 2			Indonesian Stem 
Session 3			
Session 4			
Session 5		Music 	Assembly

5T

	Wednesday	Thursday	Friday
Session 1	Indonesian Stem 	Music 	P.E. 
Session 2	Library 		Art 
Session 3			
Session 4			
Session 5			Assembly

Parent Helpers

Parents make valuable classroom helpers. We would like to offer you the opportunity to assist with the year 5 learning.

Assistance can come in many forms, such as listening to individual students read, participating in a book club, chairing a debate, joining in with maths games, attending excursions/cooking and gardening program, assisting with a sports session, sharing your expertise and fun stuff, like laminating!

All parent helpers are required to have a Working With Children Check that has been copied by the office.

Please speak to your child's homegroup teacher with any expressions of support.



THANKS

Thanks for making the time to attend the information session and for your support in your child's learning journey.