Information Night

Grade 5/6
Tuesday 10th February, 2015
The Team

- Lisa McLachlan – Room 13
- Kim Simmons – Room 14
- Vicki McCormack – Room 15
- Ryan Vermeulen [Team Leader] – Room 17
- Chris Brock – Room 18
- Bree White – Specialist Representative
- Randal Symons – Assistant Principal
Community Partnerships - Randal

- Make sure you have Friday the 20th Feb from 3.30 in your diaries. It's our inaugural 'Welcome back to MPW' on the Tiger Turf. We look forward to seeing everyone there.

- Have you returned your child’s 2015 Permission’s Notice Yet? Also have you completed the Community Partnership’s Form? If not click http://tinyurl.com/ktrp6ya
iPad Program – Randal
‘A tool to assist learning’

- 2nd year of the program
- 1 iPad mini for each student and teacher
- Various apps for each iPad have been set up
- Protocols for their use are in place – Acceptable Use document
- Email – Netspace - filtered
- Mathletics, Safari, Pages, Numbers, GarageBand, Spelling program, Khan Academy...
- iPads taken to Japanese, Creative Arts and PE as required
- CyberSmart focus – eSmart – Allanah and Madeline Foundation
How They Look

iPad Acceptable Use Agreement

Carry the iPad with two hands.

Sit with the iPad.

Close down all the apps after you use the iPad.

Tell your teacher if at any opportunity.

Keep the iPad in its cover.

Keep drinks and food away from the iPad.

Don’t lean or put heavy items on the iPad.
Next Steps

- Dropbox – store work
- Evernote – Digital Portfolio investigation
- Class and individual blogs
- Professional Development as required
- Technical support – 12 hour turn around – Beyond the Box
- Being Cybersmart
Other

- Phone – letter to Jeff
- Other electronic devices
- Social Media at home
OVERVIEW OF PHYSICAL & SPORT EDUCATION PROGRAM
2015 – Bree

AIMS:

- To make Physical Education enjoyable.
- To encourage and work towards fitness, participation and appreciation of physical activity.
- To provide a wide range of experiences and activities that take into consideration all children’s interests and previous experiences.
- To encourage good ‘sporting attitudes’ and co-operative behaviour.
- To develop a positive self-image and personal esteem through achievements.
- To develop the children’s skills, in all areas, to their individual capability.
TIME ALLOCATED:

- Prep/1  1 hour plus sessions with class teacher
- Gr 2/3/4 1 hour plus sessions with class teacher
- Gr 5/6  1 hour plus 1.5-2 hours of sport on Friday.
**AREAS TO BE COVERED:**

- Children will participate in the following Phys. Ed. areas throughout the year – fundamental motor skills, ball skills, gymnastics, dance, fitness work, athletics, games and sports. In each physical education session we begin with a variety of warm up games, then introduce skills to be developed and activities/games that incorporate these skills.

- Major sports for upper children are covered on a rotational basis so that all children will be exposed to the recommended sports in Gr. 4, 5 or 6. There is an emphasis on thinking skills in games through ‘Game Sense’ and ‘Games for Understanding’.

- We encourage links with community groups and we have recently had visits from local Hockey, Football, Cricket and Basketball clubs. Clinics and visiting speakers are sometimes used in these sports to increase interest and provide role models for children.

- Due to limited coverage of female sport in the media, the P.E. program focuses on providing positive role models for all children with a greater emphasis on girls.
APPROPRIATE CLOTHING:

- It is vital that all children wear the appropriate clothing on P.E. & Sport days so they can participate fully. This includes runners, shorts or track suit pants, T-Shirt and wide brimmed or legionnaires hat. Hats must be worn between Sept. & April in P.E. & Sport.

- We recommend that children wear these clothes every day so they can play freely at recess times too (bike shorts under dresses may solve some problems).

- In the event of hot/wet weather the P.E. program is modified to suit the conditions. Classes are taken in the Gym.

- All children need to bring a water bottle to P.E. in 2015.
INTERSCHOOL SPORT:

- The children in Grade 5-6 (and occasionally some Grade 4's) are involved in interschool sport each week and compete in swimming, cross country, athletics, soccer carnival, cricket carnival, summer and winter sports.

- There is a high expectation of good sporting behaviour and an emphasis on working as part of a team.

- We aim to provide a valuable Sport Education program for all students. Students who did not participate in interschool sport last year had the opportunity to get expert coaching from SEDA (Sport Education Development Australia) and Maribyrnong Sports Academy.

- For our Sport Education program to be successful we require the assistance of parents / carers.
## Outline of the Year

| Term 1 | Swimming Trials (Fri 13\textsuperscript{th} February)  
District Swimming Carnival (Wednesday 25\textsuperscript{th} February)  
Rotational Sport  
Cross Country Trials (Fri 6\textsuperscript{th} March)  
District Cross Country (Fri 20\textsuperscript{th} March)  
Ride to School (Fri 13\textsuperscript{th} May)  
Winter Sport Trials |
|--------|-------------------------------------------------|
| Term 2 | Winter Sport - Tee Ball, Football & Netball  
Soccer Carnival Day (Fri 15\textsuperscript{th} May)  
Fun Run (Wed 20\textsuperscript{th} May) |
| Term 3 | Athletics Trials  
District Athletics (Fri 7\textsuperscript{th} August)  
Summer Sport Trials  
Jump Rope |
| Term 4 | Summer Sport – Soccer, Handball & Bat Tennis  
T20 Blast Cricket Carnival  
Walk to School (November) |
SPECIAL DAYS:

- We also organise two whole school sporting days which currently are a Fun Run (Wednesday 20\textsuperscript{th} May) and a Jump Rope Day (Term 3). The aim of these days is to encourage all children to participate in a healthy activity, to create a positive school feeling and to raise money for a charity and our school.
English Curriculum - Kim
Reading
The purposes of reading are to ... Entertain, socialise, instruct & inform.

Whole class  ➔  READING TO CHILDREN  ➔  Small group

Modelled Reading is a time when the teacher reads to the children, immersing them in the language of written texts. Serial reading, whole class literature, literature group, etc.

Small group  ➔  READING WITH/BY CHILDREN  ➔  Individual

Guided Reading – is a time when the teacher works with an individual or small group of children who have similar reading needs. It is an instructional time when the children read and the teacher guides or ‘scaffolds’ the reading. It is a context in which the teacher supports each reader’s development of effective skills and strategies for processing new texts at increasingly challenging levels of difficulty. Literature groups, individual reading conferences.

Small group  ➔  READING BY CHILDREN  ➔  Individual

Independent Reading – is a time when children read by books they find suitable to read and understand by themselves. S.Q.U.I.R.T.

**Proficient readers read for at least 90 minutes a day and understand what they read.**
The purposes of writing are to...
Entertain, recount, socialise, inquire, describe, persuade, explain and instruct.

**TEACHER DIRECTED WRITING**
This is where the teacher introduces and demonstrates the use of structure and language features of different text types.

It is usually selected on the basis of the inquiry unit of work, e.g. Space – information reports.

The directed writing may be chosen after shared events, e.g. camp, incursions – recount.

It is also informed by the areas of need that are observed within Personal Writing, e.g. narrative text structure and language features.

Some examples of everyday directed writing include:
• Maths Journal Reflections
• Literature Response
• Yearbook page
• Emails/correspondence

**PERSONAL WRITING.**
This is where the student has control over the topic, text type and whether the piece goes on to be published.

Children are expected to follow through the writing process – planning, drafting, editing, proof-reading, conferencing, publishing and sharing.

Individual conferences that occur between students and teachers are a key part of the writing process. Such conferences provide an opportunity for one on one teaching in order to address individual needs and also serves to inform the direction of whole grade or small group demonstrations.

At Moonee Ponds West the writing program has two strands.

Within the writing program the 6 Writing Traits are explicitly demonstrated via whole group, small group and at individual conferences.
The Six Traits of Writing. What good writers do!

**Ideas & Development**
- Idea of your writing is clear.
- Storyline or piece of writing makes sense and stays on track.
- Ideas are relevant to task / content/text type.

**Voice**
- Shows energy, confidence, emotions & sounds like you.
- Brings a topic to life; sounds like a person wrote it, not a robot.
- Sounds good read aloud.

**Sentence Fluency**
- Good use of conjunctions to include more than one idea in a sentence so the writing sounds smooth and not choppy. (e.g. and, but, so, because, although, however, etc.)
- Dialogue is real and purposeful.
- Tense is the same; present/past.

**Organisation**
- Writing has been planned.
- Follows a certain structure.
- Strong introduction & conclusion.

**Word Choice**
- Words create clear images by using strong verbs (action) & adjectives (describing).
- Show don’t tell.
- Similes & metaphors.
- Words paint a picture.

**Conventions & Layout**
- You’ve proofread & edited your work and looked for correct use of spelling & punctuation. (E.g. spelling patterns you know, high frequency words, capital letters, full stops, talking marks etc.)
- Could someone else read your work and understand it? (E.g. handwriting, spacing)
Mathematics
Can you think of a time in your day when you don’t use it?
The Classroom Program

- We aim to offer Mathematics for 5 hours per week.
- Each session consists of a-
  - WARM UP: Get the students warmed up and ready for Mathematics.
  - TEACHING/LEARNING ACTIVITY: This will be scaffolded/differentiated for individual students.
  - SHARE/REFLECTION: The students are asked to write or talk about the learning that occurred during the session.
Ausvels Yearly Overview

- **Proficiency Strands** - ‘How’ content is explored or developed.

- **Understanding** includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry.

- **Fluency** includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles.

- **Problem Solving** includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans.

- **Reasoning** includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets.
Engagement.

Student engagement is crucial in Mathematics.

It is important that we constantly make authentic links between the concepts being focused on in the classroom and the real world that our students, your children live in.

We believe that Mathematics should be an enjoyable and hands-on experience for the students.
Learn by ‘Doing’
Book Work and Recording.
Making Mathematics Fun!

E.J. Deynir
Cyni & Izzy
E.J. & Cyni
Shav + Tori

Cyni & E.J

Rae + Tim

Cyni & E.J

Justina and Mary
Cyni & E.J

30 cm
10 cm
4 cm + 19 cm + 19 cm = 42 cm
5 cm

12 cm
5 cm + 10 cm + 5 cm + 10 cm
25 cm
3 cm + 2 cm
Using Technology
The way Mathematics is taught at MPW may be quite different to your experiences at primary school.

Children will be discovering rather than teachers telling.

Individual children work at their level rather than the whole class being expected to be at the same place.

Students will be supported to reach their highest potential.

Mathematics is all about giving students the tools to understand the world in which they live.

Get the context right and you can teach kids just about anything.
How do we know what the next step is for your child?

- Our Maths Planners consist of both pre and post assessment tasks.

- Often the results of these tasks demonstrate mis-conceptions (mis-understandings) that individual or groups of children have. We are then able to work toward ‘undoing’ these mis-conceptions.

- To help with this aspect of learning we will be giving the students an opportunity to work with like minded peers to extend or consolidate their learning once a week.
Integrated Approach - Chris

- Linking curriculum areas for deep, authentic and meaningful learning that encourages students to make links between their learning and the real world.

- Develop understandings about the world across the different learning domains through student generated questions.

- Focus on the ‘Big Ideas’
  - What is the underlying skill/process/theory we would like the students to explore and understand?
‘Throughlines’ and the Inquiry Process

MPW’s Throughlines are over-arching statements that guide our planning of inquiry units, and are organised under the following three areas:

- Learning about and becoming ourselves
- Learning about and living with others
- Learning about and living in an innovative world.

The Inquiry process looks to provide a framework to allow students to take an active role in their learning through:

- asking questions, building on prior knowledge and making their own discoveries
- finding information from a variety of sources in response to student generated questions
- making connections between ideas, learning domains and experiences
- reflecting on, and taking action related to, their understandings
The 5/6 team camp programme at Moonee Ponds West Primary looks to further develop students’ independence, cooperative skills and social connections with their peers. Camp provides children with an outdoor adventure experience that will look to challenge them and provide opportunities to further build team work skills in a different environment. Activities and experiences on camp link with classroom learning and support the curriculum in a number of areas.

2015 Camp Venue: Curumbene (not far from Echuca).

Camp dates - Term 3 with;

- Camp 1: 31st August – 4th September
- Camp 2: 7th – 11th of September

More information regarding this programme will be distributed by classroom teachers closer to the above dates.
Homework - Ryan

October and November

Is special because:
- It included our last week in Europe
- It is my brother Hayden's birthday
- We put on the MPW and Socks Circus
- I got accepted to St. Bernard's for year 7!!

Summary

I think China is powerful because it has a massive population, a big land mass and we here about it on the news a lot.

I think Iceland is powerful because it does not have a big population, it has a small land mass and is not often mentioned on the news.

It does make a difference as a trading nation if you have a big population (means more workers) and a big land mass, then you can produce a lot more things!!
Beliefs

These key beliefs underpin homework for students at Moonee Ponds West Primary School:

2.1 Homework needs to complement and reinforce classroom activities and topics.
2.2 It provides opportunities for children to delve deeper and to research areas of interest.
2.3 When children initiate homework there are high levels of engagement and it is more likely to be a positive experience.

2.4 Homework is more effective if children can see their parents genuinely engaged in the same or similar activity thus providing a model of appropriate attitudes to learning.
2.5 Homework is more effective if adults provide positive feedback to children about their work. This not only encourages further learning but also reinforces success for the child.

2.6 Homework helps children learn self-organisation skills and responsibility.

2.7 Children need time for play, rest and socialisation.
2.8 It is important for children in primary school to be involved in "family living"—talking, listening, playing and sharing interests with siblings and parents. These things promote learning about life.
MPWPS Homework Policy

For students in Year 4 to 6:

- Homework will include daily independent reading

- Homework will include extension of class work, projects, completion of tasks and preparation for class activities (*this is where the Yearbook will provide a bulk of the workload*)

- Homework will generally range from 30-45 minutes each day.
What is Yearbook?

- Each month, students will be given a Yearbook task page with a range of activities to be completed over the course of the month.

- Activities will cover a broad range of curriculum areas (including tasks linked to our Integrated Inquiry Topic, current affairs from the ‘real world’ and our current numeracy and literacy focus for the 5/6 team). The aim of these activities are to allow students to develop and/or extend their learning in a different context.
One of the Yearbook’s core aims is to develop each student’s time management and organisational skills. They will be encouraged to set themselves mini-goals throughout the month (e.g. one task drafted and published each week, etc.).

Tasks are introduced at school and support and conferencing provided by the classroom teacher. However, Yearbook is a shared school/home task. This means students will work on Yearbook for one session each week in the classroom and also at home.
What is Yearbook?

- Students will often have choice in which activities they complete, with a minimum requirement and due date set at the beginning of the month.

- All work is to be presented in the student’s Yearbook (usually a double page for the calendar month).
What is Yearbook?

- All tasks are to be published-quality, which means they have been drafted, conferenced (checked with an adult for content, spelling, ideas, organisation, etc.) and published (either by hand or printed from a computer/iPad).

- Students should aim to try different presentation techniques throughout the year, with different artistic media, etc. when publishing their pages.
Some examples…
Graduation – Chris & Ryan

To be held on the last Wednesday of Term 4:

16th December 2015
Shared Dinner before the ceremony

Held in the hallway of the 5/6 building.

Students last year supplied their own food and organised their own groups to sit, eat and share with.
The Ceremony

Students are presented with a copy of the Graduation Writing Book and a photo of the Grade 6 group of students.

We organise group performances with the students – we ensure there is no one left out and that we provide a variety of different groups and acts.

Grade 6 students like to use this opportunity to dress up and celebrate their night in style – although this is optional.
Following the ceremony students are invited to attend a disco to end the celebrations for the night.

We hire a DJ for the night and the kids show us their best moves 😊
Grade 6 parents. Please be aware that you will be receiving notification from the Department in the coming months.
The Process

- The region will notify the school as to the timeline of the Transition process and then this information will be passed on to the parents. Please ensure that your personal details are correct at the front office.

- The paper work for Transition usually arrives in late March and is distributed by post in early April.

- If you are applying for your child to attend a private school you should have already made contact with the school and be aware of the necessary enrolment procedures.

- Most secondary schools are zoned or have special entry criteria.

- If you wish your child to attend a secondary school that is outside of your designated zone you will need to contact the school to see what is needed to meet the entry requirements of that particular school.
School Zones

The majority of secondary schools have a catchment area. Please check on the school’s website for the map and see if your home falls within the zone. Students within the zone get first priority and others are placed on a waiting list.
Special Entry

Many schools offer special entry enrolments. An example is Strathmore Secondary College.

Strathmore offers special entry to students if they meet specified criteria in the area of music.

It is the parents responsibility to contact the school and find out what the criteria is and what paper work needs to be completed.
S.E.A.L Programs
Select Entry Accelerated Learning Program.

Many secondary schools offer select entry programs, again it is your responsibility as a parent to make enquiries to the school that you are interested in your child attending.
So...

- Please contact me, Vicki McCormack if you wish to have anything about transition clarified.
- Check that your personal details are up to date at the front office
- Check the website of the school you are considering for your child in 2016 for information
- Keep an eye on our school newsletter for transition information.
- Keep Calm. Your child will be O.K!