



Moonee Ponds Primary School
respect • optimism • care • collaboration

MOONEE PONDS PRIMARY SCHOOL

COURSE HANDBOOK 2018

Years 5/6

Moonee Ponds Primary School
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Introduction

This year at Moonee Ponds Primary School there are three classes in the Year 5/6 Unit.

The Staff involved with this area work closely, as a co-operative team. We plan, implement and evaluate programs, and work together to provide a happy, safe and successful learning environment for all students.

The various programs implemented are aimed at providing children with as wide a variety of activities as possible. With all these activities, the main objective is the development and extension of each and every child's abilities.

Included in this handbook is information relating to various aspects of the curriculum that your child will be participating in this year.

If you have any questions we will be happy to answer them. Please send your queries in writing in your child's diary or via email or contact your class teacher for an appointment.

Libby Haigh, Antony Brock and Caitlyn Barclay

Starting Times

The first activities of the day start at 9.00am. Students are expected to be calmly waiting outside the classroom door with all necessary books and equipment by this time. Students are able to access lockers from 8.45 am. Students who arrive before 8.45 are to report to the school office. Grade 5/6 teachers appreciate a note from parents if the student arrives after 9.00am.

Uniforms

Students are expected to be in full school uniform each day. This includes black footwear and a broad brim or bucket hat during Sun Smart times. On Sport and PE days students are expected to wear suitable runners. Grade 5/6 teachers appreciate a note from parents written in a student's diary if the student is unable to meet the school's uniform requirements.

For further information see the MPPS Uniform Policy which is available online at:

<http://www.mpp.vic.edu.au/school-council/school-policies/>

Curriculum

The Grade 5/6 curriculum is comprehensive and covers a broad range of topics. Classroom teachers will place a yearly overview and a copy of the timetable onto their class blogs. Current Integrated Studies topics reflect recent changes in mandated curriculum expectations aligned with the Victorian Curriculum.

Term 1	Term 2	Term 3	Term 4
<p><u>Civics & Citizenship- Government & Democracy</u></p> <p>In this unit, students focus on the nature of Australia’s democracy. They describe the three levels of government and Australia’s federal parliamentary system. They become familiar with key democratic principles and the process of making and changing laws. This Unit prepares students to make the most of the learning opportunities provided on our Canberra camp in term 2.</p>	<p><u>Science (Earth & Space)- Natural Disasters</u></p> <p>In this unit, students will develop their understanding of how sudden geological changes or extreme weather conditions can affect Earth’s surface. They will describe the reaction of people to these processes including the management of natural disasters. They will use geographic language, maps and scientific diagrams to identify and describe the human and physical characteristics of local and global environments.</p>	<p><u>Science (Chemistry)- Changing Matter</u></p> <p>In this unit, students will investigate the properties and behaviours of matter and the processes that cause changes in the state from solid to liquid to gas. Students will develop their understanding on how these changes are linked to atomic properties and behaviours and can be physical, chemical, reversible or irreversible.</p>	<p><u>Science (Earth & Space)- Cosmic Discovery</u></p> <p>In this unit, students will use a series of thinking tools to develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects. They consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. They will identify stable and dynamic aspects of systems, and learn how to look for patterns and relationships between components of systems.</p>

Classroom teachers will place further information regarding integrated units on their classroom blogs throughout the year. Students will be required to complete various projects about these topics each term.

Students will also participate in a variety of Reading, Writing, Speaking and Listening activities.

As part of our literacy program, students will work independently and in groups to develop their literacy knowledge and skills. They will complete reciprocal teaching activities, literature circles and public speaking (Class masters) activities where as a group, they discuss, analyse and reflect concepts and texts.

Aspects of our Literacy curriculum involves listening to others in a group, asking questions, discussing issues, and showing an appreciation of other people’s viewpoints. By using this approach we will instil in the students a love of reading and that they will develop the skills needed to discuss books and other visual texts in a meaningful way with others.

Our Maths program develops students' understandings in numeracy, including:

- continuing to developing their understanding of maths concepts and the strategies
- encouraging students to articulate their thinking and working out
- ability to apply their understandings in real life situations

In 2018 ALL students from Years 3 to Year 6 have paid a small subscription through their booklist to gain access to the HOTMaths program both at school and at home. 5/6 students will also receive a HOTmaths homework book. This booklet will be used in conjunction with online tasks for school lesson practise.

The benefits of HOTMaths are:

- Highly engaging layout and activities
- Detailed lesson notes
- Walkthrough-guided examples
- Scorcher- drills and practice
- Graded Questions
- Topic tests
- Teacher access to data

The HOTMaths program is used regularly in class and each week students will be assigned a HOTMaths task set as practise of what has been learned in class or as preparation for coming lessons. Activities are levelled to the assessed abilities of students. Students should make use of a workbook for working out as they work through tasks, and are encouraged to bring this to school to discuss any problems they have with homework tasks.

eConnect Program

Technology is an integral part of teaching and learning in the 5/6 Unit.

eConnect: The eConnect program sees parents of grade 4, 5 and 6 students purchasing netbooks for their child. These are used in class and at home. They must be charged at home every night. The expectation is that the netbooks will be used for at least 30% of class time and the edustar software utilized. Students must not bring chargers to school. The chargers have not been tagged and tested and must not be plugged in at school.

All students have signed the acceptable use agreement for ICT at Monee Ponds Primary School – The eConnect booklet and ICT policy are available on the MPPS website at:

<http://www.mpp.vic.edu.au/school-council/school-policies/>

MPPS Blogs

Moonee Ponds Primary School has been a leading adopter of blogs within an educational context. Through the Global2 site the Department of Education and Training (Victoria) provides all Victorian schools with the capability to create secure sites that are managed by the Digital Learning Team at DET.

In 5/6, each classroom teacher maintains a classroom blog that not only provide links and resources but also allows them to communicate to students and parents. All students in 5/6 also have their own blogs which have become digital portfolios that allow students to share and demonstrate the learning occurring within the classroom. Parents are invited to spend time with their child familiarizing themselves with their child's class and personal blogs.

Leadership Program

Leadership is a quality that all students at Moonee Ponds Primary School are encouraged and supported to develop. Students from Foundation to Year 6 take on the role of leaders of their own learning. Through the curriculum and extra curricula activities, all students are encouraged to develop the skills necessary to be a leader. This ensures that all students perceive themselves as leaders and have the opportunity and confidence to take on leadership roles.

Student leadership roles challenge individuals to develop a sense of vision and purpose as they take on responsibilities and use decision making skills in order to carry a project through to a successful conclusion. They develop interpersonal and intrapersonal skills including communication, negotiation, team work and reflection. Students are given opportunities to develop the skills of active, reflective listeners who respond effectively as they work with others to determine and achieve collective goals.

Embedded in our extra-curricular program are formalised student leadership roles. Through their actions Moonee Ponds Primary School's Student Leaders reflect and demonstrate the School's Values; Respect, Optimism, Care and Collaboration.

The primary leadership roles are School Captains, Senior Grade members on the Student Representative Council (SRC), Green Team Leaders and House Captains.

Other formal leadership roles involve organising one off yearly events: Gala Sports and Winter Sports Captains and Vice Captains, SEPEP sport team co-ordinator roles, Tournament of Minds team coordinators and Year 6 Graduation coordinators.

For more information regarding the Student Leadership Program, see the ***MPPS Student Leadership Program***; available online at:

<http://www.mpp.vic.edu.au/school-council/school-policies/>

Better Buddies Framework

All students in 5/6 join with Foundation students to participate in the Alannah and Madeline Foundation's "Better Buddies Framework".

Buddy systems teach and give children the opportunity to practise the important values of care, inclusion and acceptance, responsibility and friendship. Teaching pro-social values and skills can also contribute to the development of resilience, a protective factor for children if they experience hardship or loss.

The Better Buddies Framework:

- assists with student transition to primary school
- develops positive cross age relationships
- provides opportunities for peer tutoring
- contributes to a positive and caring social culture
- contributes to more positive behaviour by providing positive role models
- develops responsibility
- promotes inclusion

Buddies meet on a weekly basis to participate in a range of structured activities designed to meet the programs aims of respect, care and inclusion.

If you have any queries or would like some more information about the Better Buddies program feel free to talk to your child's class teacher or online at <http://www.amf.org.au/betterbuddies/>

Expectations - Student Behaviour

All of our students have the right to feel safe and secure in our school community. To ensure this right, a whole school code of conduct has been developed involving the concepts of:

Respect

Optimism

Care

Collaboration

Each class has developed a list of agreed behaviours as a class. They have signed their name to these classroom agreements to show that they understand the expectations and will strive to demonstrate these at school. The agreed rules might include:

- Be responsible for your behaviour and actions so everyone is safe.
- Respect other people's feelings
- Respect other people's rights to have their say.
- Make effective use of class and yard times.
- Respect and care for all property and equipment.

In 5-6 we also seek to develop resilience, rights and respectful relationships across our year level and as an example to younger students throughout the school. In combination with the consistent focus on our school values of Respect, Optimism, Care and Collaboration, we provide opportunities for students to develop their personal and interpersonal strengths. Programs include our sporting program, adventure camps and excursions, classroom sessions focussing on mindfulness and empathy and the MAT (Martial Arts Therapy) with its motto of 'be strong; be calm; be kind; try hard'.

In addition to behavioural expectations, students are encouraged to use the following approach to solving problems:

The Problem Solving Steps

Stop – there's a problem

Think – think about what you can do to stop the problem

Do – follow these problem-solving steps. Choose where you need to start.

- Ignore the behaviour. (Unless the situation is dangerous)
- Ask the person to stop; tell them you don't like it.
- Move away.
- Involve the teacher. (Discussion will take place with all people involved.)
- Negotiate a settlement or decide on consequences

For more information regarding Student Expectations and Student Engagement, see the **MPPS Student Engagement Policy**; available online at: <http://www.mpp.vic.edu.au/school-council/school-policies/>

Organisation

Classroom teachers will also be placing a copy of their class weekly timetable onto their class blogs (along with a yearly overview). This is so that you will know what your child is doing each day and any equipment or clothing they may need to bring or wear for a particular subject, eg. Art (smocks), PE (runners, tracksuit / shorts). Students, from September to April, must bring and wear a broad-brim sun hat to be able to participate in out-door activities, this will include all play-times and lunch-times.

Diaries:

Students record information including upcoming events, items required, and weekly homework expectations in their diaries. Please encourage them to use them effectively and efficiently. You and your child's teacher may use them to communicate information about your child and/or their homework.

Home Learning

The school expects every student to complete regular homework each week.

Homework is important and should be enjoyable. Homework expectations at the 5/6 Level is more demanding, but also more engaging than previous levels to prepare students for the demands of High School. A key feature of the 5/6 Homework program is improving student's organisation and communication skills.

If homework demands are unachievable for any reason students are should ask a parent or guardian to write a brief note of explanation in their diaries. Students are encouraged to communicate difficulties in achieving targets with their teacher so that modifications to the program may be made.

We ask that you negotiate with your child the times they will be able to study or complete homework each day. At the bottom of this document is a model of a schedule table you could use to organise homework time with your child.

Make sure that you mark on the timetable meal times, other activities your child may be involved in such as scouts, football, netball, music, TV watching times.

Once you have done this it will be very easy to work out appropriate times for the completion of tasks, daily reading and revision of important knowledge such as times-tables.

Students need a quiet place and a set time for homework.

1. Finding the place:

Ideally, the best place to do homework is away from the distractions of other family activities. A table, a chair, some storage for writing materials, reference books etc; good lighting and quiet are the essentials.

2. Finding the time:

Ideally, homework should be part of a regular routine rather than an extra task that has to be fitted into family life.

REGULAR HOMEWORK TASKS:

1. Personal Reading:

It is recommended students should read every evening for at least 30 minutes.

2. Personal Writing:

Each week students should complete a brief writing task through the 100 Word Challenge. In this task students are encouraged to set personal goals and experiment with writing techniques and genres. We ask all students to show the completed piece of writing to parents or guardians before publishing this on their blog.

3. Maths:

Each week students are assigned tasks from HOTmaths to consolidate class work and to review work previously undertaken.

Where needed, it is important that regular revision of number fact including times tables is undertaken at home.

4. Reading & Viewing Response:

Each week students are expected to respond to a written or video resource. These will generally be drawn from the ABC Behind The News program or the Herald/Sun Kids News website, but occasionally teachers will provide resources connected to the Integrated Topic. Students are expected to write a paragraph based around recalling facts, generating questions, and making connections, conclusions and inferences. This response should be posted on their blogs. We ask all students to show the completed piece of writing to parents or guardians before publishing this on their blog.

5. Independent Investigations and Projects:

These are based on our integrated curriculum topics and are undertaken regularly. Students will use their diaries to note the due dates for completion of work, and are encouraged to use both school and home time for this work.

Transition to Secondary School

A transition program assists in the selection process for your children's secondary education. The year five students and their families have already received a handbook from the Department introducing them to the transition to secondary school education.

During the year the year 6 students will be sent home forms to be completed by their parents. These forms are generally filled out in May- more information will be made available as soon as it comes to hand. These forms are then returned to school where we will process the secondary schools selection according to Department guidelines. It is important that the students and their families visit several schools to assist them in their selection.

It is vital that the forms are read carefully and given dates are adhered to especially when selection to schools depends on it. It is recommended that students selecting from State Schools make **four** choices of schools to list on the selection form in order to assure enrolment, hence the recommendation to tour a range of schools.

It is also recommended that year 5 students begin the process by visiting schools to start the conversation – student interests, school curriculum, specific curriculum offered etc.

As the process gets underway please contact your child's classroom teacher if there are any concerns.

You will be given updates as the process progresses, and, where necessary, support and face-to-face meetings can be arranged with individual families.

Sport

Students in Grades 5 and 6 have the opportunity to represent the school in a variety of sporting events. The team events are Gala Sports (bat tennis, cricket, softball and volleyball) in term 1 and Winter Sports in term 2 (football, netball, soccer and tee-ball).

Students will also have the opportunity to represent the school in swimming, athletics and cross country. All of these events will be in appropriate age groups for each child.

ZONE AND REGIONAL SPORT

Some students participating in swimming, athletics and cross country will make it through to the next levels: zone and region. As there are usually only small numbers, parents will need to arrange transport to and from the venue.

SEPEP

During term 3 students participate in the Sport Education in Physical Education Program (SEPEP). This is an approach towards teaching physical education that aims to maximise involvement and deepen understanding of sports by giving students dedicated roles outside of just participation. It seeks to develop leadership and other interpersonal skills valuable to all aspects of life. By organising and participating in a Futsal tournament, students work collaboratively to explore, examine, experience and understand team sport.

During term 4, while year 6 students focus on their graduation ceremony preparation, year 5 students will develop their leadership skills by introducing the year 4 cohort to the Gala sport options in a round robin introductory program.

Camp

This year we are excited to be returning to Canberra for our bi-annual camp at Greenhills Conference Centre Canberra. Our camp will run during the final week of term 2. Students and staff will leave from school on Monday 25th June and return on Friday 29th June.

Camps are important for the development of social skills, self-esteem and independence in students. They are also an integral part of the curriculum. The Canberra camp is specifically linked to the Civics and Citizenship unit undertaken in term 1. Students will engage in a range of experiences that will support and develop their understanding of Australia's democratic principles and processes in an engaging and meaningful context. The experience is also an important part of students' personal and interpersonal learning domains. At the camp, students will share knowledge and explore behaviours in contexts beyond school, working and playing cooperatively as part of a team.

Do You Have Any Questions?

Grade 5/6 teachers are happy to arrange a time to answer your questions or address your concerns. Students and parents are encouraged to email their teacher if they have questions or concerns. Other options for contact include speaking to your child's teacher in person, phoning them at school via the school's office staff on 9375 2511. You can also write a note in your child's diary.

STUDY & HOMEWORK PLANNER:

Time	Mon.	Tues.	Wed.	Thurs.	Fri.						
4.00 - 4.30											
4.30 - 5.00											
5.00 - 5.30											
5.30 - 6.00											
6.00 - 6.30											
7.00 - 7.30											
7.30 - 8.00											
	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00
SAT											
SUN											