

# Mont Albert Primary School

## SENIOR SCHOOL PARENT INFORMATION

### **Our Aim**

Our aim is to broaden the social and academic experience of all students, and to develop their life-long skills as effective community members.

Years 5 and 6 is an important time for all students. The students will be given more responsibilities and positive cooperation is expected between class members and with each teacher.

### **The Diary**

Some of the most important skills that students should learn in their last primary years are those associated with self-organisation, independence, the ability to plan and complete one's own work, etc.

The use of student diaries plays a vital role in the development of these skills; however it requires a commitment by both students and parents for it to operate effectively. The students' commitment is to fill in their diaries correctly and carry out homework and organisational tasks listed. The parents' commitment is not only to sign the diary weekly, but to supervise, encourage and assist where appropriate. The correct use of the diary by students and parents contributes greatly to educational progress, both now and in Secondary School.

### **Homework**

It is expected that each student will read for at least 100 minutes each week; recording their reading in their diary. It is strongly recommended that parents share their child's reading with them where possible. Students will also complete a range of activities that complement the classroom programme including Maths and English concepts.

As students move towards Secondary School it is important that they develop consistent homework/study habits. You can assist your child by:

- Taking an interest and talking to students about their homework;
- Guiding your child and assisting their learning but do not complete homework for them;
- Set aside a space at home where homework can be completed without too many distractions;
- Remind students to consistently use their diaries;
- Encouraging perseverance and discuss strategies to solve problems;
- Working with them on their time management.

Students will be required to complete some components of work on computers both at home and at school. Throughout the year we'll encourage the students to use a number of valuable computer based programmes such as Mathletics. We recommend that parents be aware of internet and computer activity and encourage safe cyber behaviour.

**NOTE:** *As we have experienced a number of problems from infected memory sticks traveling to and from home, it is expected that these are scanned each and every time they are used. This not only safeguards our school network, but your home personal computer and potentially your business / friends etc.... Please assist your child in making this a habit.*

## **Absences**

If your child is absent for any period, the DEECD requires a note explaining the absence. To do this, log into Compass to provide a reason for your child's absence, ahead of time if possible.

## **Assessment**

Students are assessed in both formal and informal situations. We always impress upon the students to apply their best effort into every piece of work or task. We look for students who are giving their best, regardless of how others are performing. It is both unrealistic and damaging to the student to expect a level of performance of which they are obviously not capable. Our aim is to provide challenges and extend students in all areas of the curriculum.

All primary schools participate in the NAPLAN. The assessment involves nation-wide assessment of students at years 3 and 5. The assessment will take place during second term. The Program of testing includes Numeracy, Reading, Language Conventions and Writing.

## **Curriculum**

### **Reading**

The aims are to develop a wide reading vocabulary, effective word attack skills, accurate comprehension, the ability to discriminate and infer, and to be fluent in oral reading. Activities will vary, however are likely to include comprehension, cloze activities, novel reading, newspapers and independent reading; we endeavour to read to the students whenever possible.

The programme aims to develop a love of books and literature that will be life-long. Activities may include book introductions, serial and poetry reading, activities integrated with music, art, social studies, drama, etc., choosing from a variety of genres, school library activities and regular book discussion groups.

Parents can help by reading to or with children, taking an interest in and reading their books, encouraging children to develop a daily reading habit, encouraging them to use the local library regularly and having and using a variety of literature books in the home. It is beneficial for parents to discuss a variety of aspects about a text focusing on character, setting, plot and theme.

### **Writing**

Writing in a variety of genres aims to help students find a sense of achievement and enjoyment in their own writing. Writing, as a regular language activity, allows students to express themselves, as well as to learn correct expression and grammatical skills. Students write freely and then draft and redraft their work in consultation with the teacher and another adult.

Our goals include:

- To develop familiar ideas, describe events and present information;
- To adjust writing to take account of aspects of context, purpose and audience;
- To control linguistic structures and features of basic text types such as stories, procedures, reports and arguments;
- To use a variety of strategies for planning, reviewing and editing;
- To use a range of strategies, knowledge and resources when spelling;
- To use the 6 Traits of Writing throughout the writing process.

## **Speaking and Listening**

Over the course of the year students are encouraged to develop their ability to plan, rehearse and present information within a number of different contexts. They take part in a range of activities designed to enhance their confidence when presenting. These focus on the content of their talk, the use of their voice, positive body language and their awareness of the audience. Students continue to develop their active listening skills by identifying key components of a speech and summarising for others. They are encouraged to share alternate viewpoints and extend ideas in a constructive manner.

## **Mathematics**

The Victorian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the levels of schooling.

### **Mathematics content strands:**

#### ***Number and Algebra***

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They apply a range of strategies for computation and understand the connections between operations. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

#### ***Measurement and Geometry***

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students investigate properties of shapes and apply their understanding of them to define, compare and construct figures and objects. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. Students build an understanding of the connections between units and calculate derived measures such as area, speed and density.

#### ***Statistics and Probability***

***(Please note: This will not be reported on until Second Semester)***

Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

## **Technology**

In the Victorian Curriculum F–10, the Technologies includes Design and Technology and Digital Technologies.

The Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.

In Design and Technologies, students use design thinking and technologies to generate and produce designed solutions. In Digital Technologies, students use computational thinking and information systems to analyse, design and develop digital solutions.

## **Inquiry Units of Work**

Science, Health and Physical Education may be taught independently, but are often covered under the heading Inquiry which also includes the Humanities (Geography, Economics, Civics and Citizenship, and History). The students are encouraged to develop the skills of locating material and presenting it logically. There will be opportunities to pursue topics of individual as well as group interest, together with teacher directed projects. The emphasis is on the acquisition of academic as well as social skills.

## **Challenge Based Learning**

As well as their Inquiry Units of work, Senior School students participate in Challenge Based Learning or CBL. This is an engaging multidisciplinary approach to teaching and learning that encourages the students to solve hands-on, real-world problems in a collaborative and creative fashion. Students work with peers, teachers, and experts in their communities and around the world to: ask good questions, develop deep subject area knowledge, identify and solve challenges, take action, and share their experiences with others.

## **Specialist Programs**

Science, Visual Arts, Physical Education, Performing Arts and Italian/Japanese will be taken by specialist teachers and supplemented by classroom activities.

Other special courses include Bike Ed (Year 5) and Sexuality Education (Year 5 and 6).

## **Camp**

The camps / tours are an important part of the Senior School programme. Not only do they reinforce understandings of the units of work covered in class, they also provide social opportunities away from the school and home environment. As camp is part of the school program it is expected that all students attend. As cost can be expensive, it is advisable to follow the payment plan that the school will devise. More details will be available later in the year.

**Year 5 students attend Sovereign Hill, December 11<sup>th</sup> – December 13<sup>th</sup>**

**Year 6 students attend the Canberra Tour, October 23<sup>rd</sup> – 27<sup>th</sup>**

Please note: If you are interested in attending camp as a parent helper, you will be required to have a current Working with Children Check. This can take up to eight weeks to come through.

## **Sport**

Our Senior School Sports Programme follows the district and state calendar. Major events such as the Athletics, Cross-Country and Interschool Sports competitions take precedence with all students participating in school training. Students are given the opportunity to trial for various teams across a range of sports throughout the year. All Senior School students are given the opportunity to attend tryouts in Term 1 and 2 Interschool competitions in both summer and winter sports.

Senior School students also have the opportunity to experience a range of less familiar games. These combine with a number of minor games to make for highly competitive, and very exciting, class and house competitions.

As always Senior School sports requires the assistance and support of parent helpers for off-site and Interschool Competitions. Opportunities to assist will be made known throughout the year.

## **Changes (Sexuality Education)**

Year 5 and 6 students will participate in a Sexuality Education Programme that focuses on the physical and emotional changes that occur during puberty. A brief explanation of the session content and parental consent form is sent home prior to the programs commencement.

## **Bike Education**

Bike Education is run for the Year 5 students. All students participate in theory and practical skill sessions at school. Students will require a suitable bike and helmet to participate in this course. Towards the end of the year, students will participate in a bike ride via the Koonung Trail.

## **BYOD (Bring Your Own Device) program**

Following successful trials during 2016, Year 6 students will participate in a BYOD program commencing in Term 1. The objective of the BYOD program is to increase the amount of devices available to students so that we can take our students' engagement, learning and results to another level by integrating high quality ICT into our already successful curriculum programs. Further information will be communicated shortly.

## **Year 6 Transition**

The transition from primary to secondary school can be challenging for both students and parents. All students are guaranteed a place in their local government school. If considering a school other than this, Mont Albert recommends parents become familiar with the differences between schools by attending Open Days / Evenings, attending tours and speaking directly with the Year 7 Transition Co-ordinators. It is recommended that parents of both Grade 5 and Grade 6 students initiate contact with secondary schools as soon as possible to familiarise themselves with appropriate choices for their child.

Parents of Year 6 students need to familiarise themselves with their expectations when enrolling their child into a secondary school. Students will receive detailed information regarding the transition process in Term 2.

## **Additional**

It is important that the students in Senior School bring the following items to school:

- 2 boxes of tissues.

Students need to ensure that they have the following items for their own use:

- A virus free named USB;
- A named art smock,
- A library bag.

## **Volunteering and Supporting the Senior School Programme**

During the year a number of activities are planned that will require parental assistance. Information about these events along with expressions of interest to assist will be sent closer to the dates of activities. Your help is invaluable and always greatly appreciated.

If you have any knowledge and/or experience (or know of a contact who has knowledge and/or experience) in areas such as Science, Geography, Politics or Australian History then we would be pleased to hear from you. Please provide details below and return to your child's classroom teacher.

Please note: If you are interested in participating as a parent helper in the classroom or on excursions, you will be required to have a current Working with Children Check. This can take up to eight weeks to come through.

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### **STAFF**

### **SPECIFIC ROLES**

Emily Grant – Room 12 (shared)

Year 5 Teacher

Elizabeth Syle- Room 12 (shared)

Year 5 Teacher

Tim Arnold – Room 11

Year 5 Teacher

Amy Veerman – Room 18

Year 5 Teacher

Jessie Mills – Room 19

Year 5 Teacher/Leader

Peggy Mourelatos - Room 20

Year 6 Teacher

Stacey Pettitt – Room 21

Year 6 Teacher

Clare Freene – Room 22

Year 6 Teacher/Leader

Frank Vlahos – Room 23

Year 6 Teacher