

Classroom Policy 2017

Year 5/6 Room 3 & 4



COMO PRIMARY SCHOOL

February 10, 2017

Authored by: Rachel Martino & Sam Edwards

Classroom Policy 2017

Year 5/6 Room 3 & 4

GENERAL OBJECTIVES

- to develop an environment in which children desire to make progress and improve themselves.
- to nurture the development of each child's intellectual abilities, decision making and problem solving skills.
- to encourage creativity, originality, initiative and reliability in each child.
- to immerse each child in a variety of interesting activities to develop oral and written communication skills.
- to promote respect and appreciation of individual differences within the class and wider community.
- to assist children to become independent learners with the confidence and skills necessary for later years.
- to encourage and develop the qualities of honesty, thoughtfulness, cooperation and fairness.
- to encourage collaborative, cooperative learning.
- to develop self-evaluation and goal setting abilities.

CLASS OBJECTIVES

- The children will learn in a pleasant and caring atmosphere.
- An atmosphere of tolerance and helpfulness will be present to help achieve acceptable behavioural practices.
- Co-operation and consideration will be stressed between peers.
- Children will learn to move quickly and quietly during group work changes, with a minimum of fuss.
- Particular duties will be given to children to achieve a sense of responsibility.
- All children will be treated as individuals both academically and socially.
- A positive atmosphere will be established at all times.
- Accountability will be a major objective with children being encouraged to take responsibility for their own actions and learning.
- The children will be encouraged at all times to complete work to the best of their ability through positive reinforcement and their own appreciation of good work.

STUDENT COMMITMENTS

Both the teachers and students will be accountable for the enforcement of the following commitments:

- High expectations of presentation of all work.
- If student work is not up to standard, it will be repeated in their own time.
- Develop excellent handwriting and presentation skills.
- High expectations of student behavior, academics, uniform presentation, movement between classrooms and values.

CONNECT

The aim of Connect is to provide a secure internet service that will allow the teachers to provide information about the teaching and learning activities occurring in Rooms 3 and 4 directly to the parents of the students in each class. Through Connect, we (parents, teachers and students) are going to be able to:

- Access (only your) results and feedback on assessments directly.
- View photos and videos from daily activities.
- View special videos/pictures/websites/activities at home- **and** students will be able to comment and engage with these things online.

Rooms 3 + 4 will undertake the journey of cyber safety, understanding the impact of their digital footprint. Connect will give them a safe learning environment to evaluate and analyse the world around them.

THE VIRTUES PROJECT

The Virtues Project is an inclusive, virtues-based approach that is aimed to bring out the best in each child. It will be incorporated into our classroom teaching program and the discipline policy. Students learn in the context of everyday interactions and help to build a classroom climate that fosters safety and caring.

CLASS RULES/SCHOOL RULES

Everyone deserves respect. Each student has the right to learn just as teachers have a right to teach. Children must accept responsibility for their own behavior and use their initiative to handle situations in the classroom.

Compliance with the rules will bring praise, reward and greater acceptance from the class, school and wider community. Our class and school system of warnings and consequences has been discussed and understood by the children. Parents will be contacted should continued breaches occur.

Our class rules are based on the virtues and result in good manners, consideration for our peers and teachers, respect for other's feelings and property and maintaining a neat, tidy and stimulating

classroom. Graffiti of books, furniture or other property will not be tolerated. Parents wishing to know more about the school's Behaviour Management system should refer to the Parent Handbook.

Children will be encouraged to always follow the school motto, "Only Our Best" through verbal/written praise, LiveSchool app, the House Point System and Honour Certificates.

HOMWORK POLICY

Homework can be valuable aids in helping students make the most of their experience at school. It is a way of reinforcing and enriching the concepts that are learnt in the class each day. It assists as an intellectual discipline, establishes independent study habits and reinforces work done at school. It also fosters student initiative, independence and responsibility.

HOW MAY YOU ASSIST

- show an interest in what your child is learning
- offer lots of encouragement
- foster independence by helping, not doing the work for them
- provide a quiet study area
- be a good listener

Homework will be given from Monday to Thursday and will include research work, daily reading, Spelling, English and Mathematical activities and work not completed in class in a number of curriculum areas.

Their work should take between 20 – 40 minutes. The time duration will depend upon their nightly tasks.

You can greatly assist by checking that you child has completed what is required of them and signing their homework on completion.

The homework **diary** may be used as a communication tool between home and school so please feel free to write in your child's diary. It should be **checked and signed each week by a teacher and parent-more often if needed.**

CURRICULUM LEARNING AREA OUTLINE

ENGLISH

The Western Australian Curriculum in the English learning area focuses around the strands of Language, Literacy and Literature.

Reading will be promoted as a meaningful process to gain and interpret information and satisfaction through

- Explicit strategy focussed reading comprehension tasks
- Recreational reading through sustained silent reading and home reading
- Instructional reading

- Guided Reading (including tasks based on the Cooperative Reading Program, Bloom's Taxonomy, De Bono's Six Thinking Hats and First Steps).
- Morning reading program coordinated through the parent class representative
- Content area reading from subject texts
- Reading Eggs

Speaking and Listening – As well as continuing participation in informal oral activities, students experience oral activities that require increased personal initiative, such as small group discussions, formal reporting, formal debates, speeches and improvised oral and dramatic productions.

Writing – Informational, persuasive and imaginative writing will be used across the curriculum areas, focusing on some of the formats for each style of writing e.g. reports, narratives, explanations, recounts and expositions. Other writing skills will include reflection writing, note taking and research writing. Proof reading, extracting/synthesizing of information and self-editing will be emphasised constantly and consistently throughout the year.

Spelling – The whole school spelling program 'Sound Waves' focuses on the phonemic approach to spelling. Each child is required to have a Sound Waves student book as set on the booklist. Children are expected to develop an increasing ability to spell correctly while writing. They will be given a spelling journal that will go home every day to enable frequent spelling practice using the 'Look, Cover, Write, Check' procedure. It is intended that children practice their weekly list words every night leading up to the Friday test.

Grammar – Language conventions will be covered on a daily basis and revised regularly in Reading Rotations as well as incidentally in other literacy lessons.

Handwriting – Neat, legible writing is insisted upon so as to ensure effective communication of any piece of work. Students will be explicitly taught NSW Foundation Regular in handwriting. Students will also be given the opportunity to practice touch typing skills using online courses (via Connect).

Viewing – Critical analysis of videos, images, advertisements, computer programs and television will be just some of the activities covered. Weekly viewing of Behind the News (abc.net.au) will expose students to world events appropriate to their age and understandings.

MATHEMATICS

The Western Australian Curriculum in the Mathematics learning area covers the content strands Number and Algebra, Measurement and Geometry, Statistics and Probability, as well as the Proficiency strand of problem solving which is fully integrated within each content strand. Automatic response and recall of tables and basic facts will be focused over the year. Children are encouraged to practise these in their own time. Your child's New Wave Mental Maths for WA will complement the hands on activities of the activities covered. Students also have a Mathletics account that is to be used for homework at home, as well as at school.

This year Como Year 5/6`s will be using a range of digital and tangible resources as devised and collaboratively programmed by both teachers. Programs are uniquely tailored to meet the outcomes

outlined in the Western Australian Curriculum and follows the Western Australian Curriculum guidelines which aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in ***Number and Algebra, Measurement and Geometry, and Statistics and Probability***
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

NUMBER AND ALGEBRA

Students will learn to read, write and use different representations of Number: whole numbers, common fractions, decimal fractions, and percentages. Place value concepts will be emphasised so that they develop a sense of whole and decimal numbers. They will learn that one mathematical operation can apply to different situations and to make conscious choices from among operations to apply to a given situation. Their mental computation will develop through discussion, comparison and reflection on alternative strategies and varied practice.

MEASUREMENT AND GEOMETRY

Measurement activities will be practical and students will be assisted to make sensible choices about which qualities should be measured for the task at hand, which units to use, and which measuring tool is suitable. They will use units to measure a range of different attributes in a range of different circumstances. Students will investigate the features of objects in the environment, including their shape and the effect on them of changes in shape, size and position. Experiments will be designed to enable them to visualise and represent shapes in various sections, movements, paths and locations.

STATISTICS & PROBABILITY

Students will collect, represent and interpret data in order to answer questions of interest to them. They will plan and carry out investigations that involve chance processes and discuss and compare the results of the experiments.

SCIENCE

The Primary Connections Program will be used to link the teaching and learning of science and literacy. This program provides activities to allow children to reach the desired outcomes in science. A hands-on approach to science will allow students to develop all relevant skills and concepts in a challenging and interesting manner. Children will work in small groups and conduct investigations and report on them.

HASS

Programming and teaching for HASS subjects will follow the current Western Australian Curriculum guidelines in HASS. This now includes explicit content to be also taught in Civics & Citizenship and Economics.

SEMESTER ONE: HISTORY AND CIVICS & CITIZENSHIP

SEMESTER TWO: GEOGRAPHY AND ECONOMICS

The HASS Curriculum aims to develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

TECHNOLOGIES

Activities in Technologies revolve around the Western Australian Curriculum.

Students use a range of design strategies, including diagrams, computer graphics, scale models, discussion and written instructions, to generate designs that can be used by others. Students will investigate, devise, produce and evaluate these designs. They will have opportunities to design and create information products and processes for particular audiences and practise selecting materials appropriate for these products.

Students will be engaging in set coding, robotics and various other digital technologies lessons, activities and projects that will be integrated with other learning areas. This is to address the requirements of the Digital Technologies Curriculum and provide opportunities for the students to engage with a range of technologies and skills. Digital Technologies is addressed under the broader Technologies curriculum, which will continue to address Design and Technology component.

iPADS

iPads will be used to:

- enhance student learning in literacy and numeracy
- expand teachers' methods of learning; and
- facilitate the development of creative approaches to teaching and learning

The iPad program has been introduced at Como to enhance and extend your child's literacy and numeracy skills. Studies have shown that the best way to master a new skill is to practise. The use of iPads in the classroom setting offers new and engaging ways for the students to practise a wide range of skills identified in the Australian Curriculum.

The students have agreed to ensure the iPad is fully charged at the beginning of each school day and to keep it in the bags to and from school. The iPads will support their learning program as students ensure they only use teacher authorised apps during school hours.

BRIEF SUBJECT OUTLINE: SUPPORT TEACHERS

Please refer to the specialist teachers' policies for more information.

Art Craft	Mrs McDonald
LOTE	Mr Hughes
Music	Mrs Prior
Health/P.E.	Mrs Casey

SCHOOL HEALTH POLICY

In accordance with the School Health Policy, no confectionary rewards will be given by teachers. To support the school in its administration of the health policy, we also ask parents to limit birthday celebration treats to a small cupcake or muffin. Strictly no lollies or large cakes please.

SIGNING STUDENTS IN AND OUT

It is extremely important that any student, who needs to leave our school during the day, is signed out through the front office. Parents are not to collect students from class or the playground unless they have authorisation from the office. Teachers will not let students leave their classroom unless they receive this written notification – this includes students leaving to attend PEAC sessions.

ATTENDANCE

The attendance roll is a legal document. If a child is absent, a notation is made on the roll. An absence must be supported either in using the school app SkoolBag on the day of the absence (most preferable) or through writing by the parent/guardian, telephoning, emailing or through a note explaining the absence immediately on the return to school of the child. Punctuality is of particular importance as many classroom procedures take place early in the day. Any child arriving later than 8.50 am will be recorded as late.

Weekly newsletters will no longer be sent home with the child. You will need to access this by the Como Primary School website.

<http://comoprimaryschool.webvault.ws/>

Any permission slips or special event notes must be signed by the parent/guardian. Money collected for fares/entrances/excursions is recorded in the Education Department's official Class Money Book.

MOBILE PHONES

Mobile Phones must be **TURNED OFF** at the school gate and handed in to the teacher at the start of the day for safe keeping during the school day and collected when the bell goes. Any phones used inappropriately at school will be confiscated and must be collected by a parent/guardian.

REPORTING TO PARENTS

Reporting to parents for 2016 will be as follows:

Term 1	Parent afternoon meeting and Interim Report
Term 2	Formal semester report
Term 3	Proposed open classroom and learning journey
Term 4	Final annual report

PARENT HELP

Parents are a valued resource and you may be asked to help during class time, on excursions or from home.

TIMES FOR APPOINTMENTS

Should you have any queries or concerns, please do not hesitate to arrange an appointment via your child's diary, by phone or email-

rachel.martino@education.wa.edu.au

samantha.edwards@education.wa.edu.au

We are sure that by keeping communication lines between teacher, parents and children open we will work successfully together as a team to ensure your child has a happy, successful and fulfilling year.

WAYS A PARENT CAN SUPPORT THEIR CHILD'S DEVELOPMENT

- Switch off the television, iPad and/or computer and negotiate appropriate time/ programs.
- Go to the local library and borrow books with your child.
- Talk to your child about school/ events/ projects every day.
- Discuss newsletters, events etc with your child.
- Be interested in school and ask the child how they are going and feeling about school (both scholastically and socially).

MISS SAM EDWARDS

MISS RACHEL MARTINO

YEAR 5/6 CLASS TEACHERS

