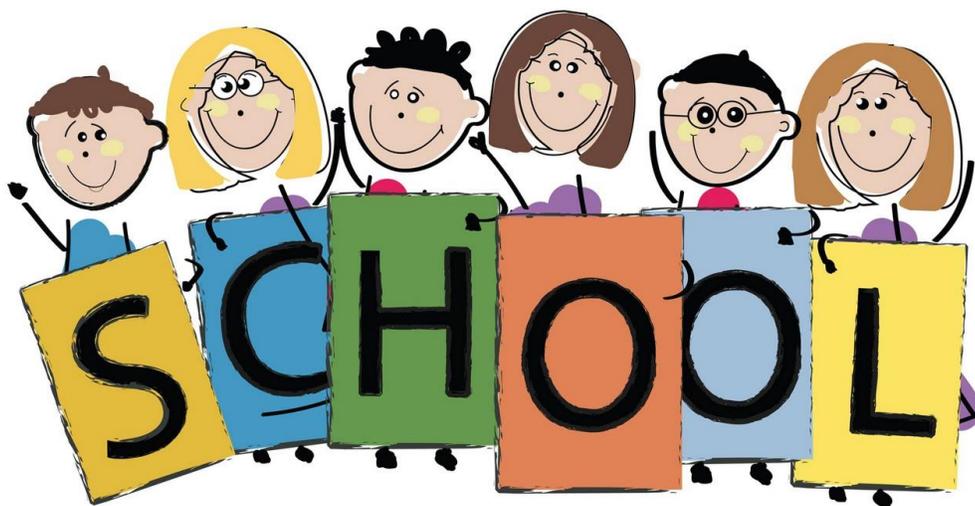


Classroom Policy 2017

Year 5 Room 10



COMO PRIMARY SCHOOL

Barry McDonald

Classroom Policy 2017

Year 5 Room 10

I have a strong desire to improve the learning outcomes of all children in accordance with the Western Australian Curriculum so that they develop tools to deal effectively with the opportunities and challenges they encounter, both now, as young people, and in the future, as adults.

Within the classroom students develop and achieve in different ways, at different stages and at different rates. Learning experiences are planned to enable your child to work towards achieving outcomes that combine knowledge, skills and values across the learning areas.

During Term 1 students in year 5 will follow the Education Department NAPLAN planning procedure which will help them develop their understanding in Writing, Reading, Spelling and Punctuation, and Mathematics. The Education Department planning procedure will give students experience in test types they will encounter in the NAPLAN testing.

Students will be required to work collaboratively and to develop their social skills, planning, interaction and decision making both inside and outside their classroom. They will be given increased responsibility for managing and organising activities, individually and in groups of varying sizes. Opportunities will be provided for students to carry out investigations in which they form predictions, hypotheses or conjectures, test them and reflect on their findings. They will be encouraged to draw on a wider range of sources of information in answering questions and look more critically at events outside their day-to-day experiences. Students will explore a wider range of forms of communication in order to develop a sound grasp of written language and numeric conventions. They will reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations.

ROOM 10 ETHOS

There is an expectation that the students will abide by the classroom ethos that endeavours to create an environment that has an emphasis on positive behavior. Here students choose to be responsible for their behaviour that is accepting of others and where everyone feels free to express their opinions without fear of being put down.

CLASS OBJECTIVES

- the student will learn in a positive, safe and non-threatening atmosphere
- an atmosphere of tolerance and helpfulness will be present to help achieve acceptable behavioural practice
- students will be encouraged to work collaboratively and cooperatively
- students will grow socially and academically
students will take part in learning that promotes equity and excellence
students will be a part of a cohesive society that respects and appreciates cultural, social and religious diversity
- independence will be a major objective with children being encouraged to take responsibility for their own actions and learning
- the student will be encouraged to work to the best of their ability and to complete tasks on time by positive reinforcement and their own appreciation of good work
- learn to respect their own and other's possessions and feelings e.g. a bully free and graffiti free environment

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 when necessary.

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, the House Point System and Honour Certificates.

CLASSROOM GUIDELINES

BE CONSIDERATE, listen carefully to others.

BE KIND to people, their feelings and belongings.

BE RESPECTFUL in actions and words towards others.

BE CAREFUL, stay safe.

BE CARING towards others and their property.

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.

HOMEWORK POLICY

Homework can be a valuable aid 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 may include research work, daily reading, Spelling, English and Mathematical activities and work not completed in class in a number of curriculum areas.

The work should take between 15 – 30 minutes. The time duration will depend upon their nightly tasks.

You can greatly assist by checking that your 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 night by a parent or guardian.

CURRICULUM LEARNING AREA OUTLINE

ENGLISH

The English program revolves around the Western Australian Curriculum.

Students will be required to:

- learn to listen to, read, view, speak, write, create and reflect on complex and sophisticated spoken, written and multimodal texts across a range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

Reading

Guided Reading is part of the explicit approach to reading where students are exposed to a variety of structured techniques that help them move towards a stronger understanding and a greater independence in learning.

Students will participate in:

- whole class reading sessions which relate to the teaching focus and learning goals
- small group interactive shared reading sessions with the teacher
- independent structured sessions incorporating writing and cross-curricular literacy activities
- class reflection sessions where students focus and reflect on their daily learning goal

Speaking

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 and improvised oral and dramatic productions.

Listening, Viewing and Reading

Students are helped to become more independent listeners, viewers and readers. They are introduced to a wider range of written texts and provided with opportunities to develop their individual tastes. There is an emphasis on the development of strategies for making meaning from more complex texts and those with content further removed from their immediate experience. In reading, the emphasis is on reading to learn and understanding what is read.

Students will also be involved in the Directed Reading Program. This program focuses on specific processes that help reading engagement and motivation to read, aiming to encourage all students to choose to read more. The program fosters autonomy (the child taking responsibility for their own learning and behaviour), belongingness (working with and as a team) and competence (the child feels they know what to do).

In the cooperative reading program the teacher provides explicit reading instruction that extends their students' reading practices into the four roles of code breaker, text analyst, text participant and text user.

Writing

Students are given the opportunities to experiment with and gain control of the features of a wider range of different text types. Experimentation with written language continues through the production of imaginative and informative texts. Emphasis is placed on the importance of establishing a purpose, thinking about the audience, drafting, editing and proof reading written work. Students' control of language is extended through research and reporting activities for a range of different purposes and audiences. They are given opportunities to use written language for argumentative and persuasive purposes, to reflect on their values, to express an opinion, to draw conclusions, to evaluate and to make judgements using appropriate language in different situations and as a means of learning.

Handwriting

Neat, legible writing is insisted upon so as to ensure effective communication of any piece of work. Formation will be focused on each week using the NSW Foundation font. Students will also be introduced to an online touch typing course.

Spelling

The students are expected to develop an increasing ability to spell correctly the words they learn through a set list of words each week, as well as errors from their own writing and theme words. Students will be working with the Sound Waves Spelling Program which uses a phonemic approach to enhance students understanding of the English language and provides enriching learning activities to engage students. Students will have a weekly test on Friday, and it is encouraged to revise this list of words at home, during the week.

MATHEMATICS

This year Room 10 will use a variety of mathematical programs 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

Working Mathematically

Students will display a range of actions throughout the process which include:

- posing and extending questions
- looking for patterns
- proposing conjectures
- testing ideas
- being creative in the use of problem-solving strategies
- making decisions
- constructing meaning
- writing and talking about mathematics
- listening and learning from each other
- reflecting and planning, collaborating and cooperating

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

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. They will also develop a feel for the size of millimetres, centimetres, metres, litres, kilograms, seconds and minutes and use these in making reasonable estimates. Students will learn strategies for improving estimates.

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.

Geometry

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. They will make spatial patterns and investigate various symmetries and tessellations as well as investigate the relationship between two and three-dimensional shapes. Students will also classify shapes and movements and expand their repertoire of ways in representing and describing location to include grids and distances and directions.

SCIENCE

Students will participate in activities associated with the Western Australian Curriculum. The Science program provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

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.

Health

The Health program is based on the Western Australian Curriculum.

The Health Curriculum aims to develop in students:

- attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health
- respect for social justice principles; and a commitment to personal achievement

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Technology

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.

ACHIEVEMENT BENCHMARKS

The assessment pointers displayed below, represent a part of what a teacher uses to determine the success of a student's learning. They represent an element of what students should be able to demonstrate by the end of their school year, therefore, if your child receives a C on their report it indicates they have achieved the benchmark in English and Mathematics.

Not every pointer from the English and Mathematics judging standards are included below, just the ones that are more easily identifiable and discernible by students thus making them more helpful to parents.

The judging standards for English and Mathematics are obtained from the School Curriculum and Standards Authority (SCASA) which are gleaned from the National Curriculum. The achievement benchmarks allotted to the Oxford Sight Words are a school based level which has been determined using historical evidence of student achievement at Como Primary School.

It is important to note that the judging standards of student performance are examples of what students may demonstrate at the conclusion of a full school year of curriculum delivery rather than a checklist of everything they should do. For reporting, they are used to make on-balance judgments about achievement based on what has been taught and assessed during the reporting period.

YEAR 5 ENGLISH

- write complex sentences to extend meaning
- correctly uses familiar punctuation
- edit own and others' work using agreed criteria for text structures and language features
- develop a handwriting style that is becoming legible, fluent and automatic
- use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements

Sight Words Year Level (End of) YEAR 5 Word/List Level Individual improvement on vocab lists

MATHS

- identify and describe factors and multiples
- compare and order common unit fractions
- locate them on a number line
- make connections between equivalent fractions, decimals and percentages
- add and subtract fractions with same denominator
- calculate perimeter and the area of rectangles
- convert 12-24 hour time systems
- create 3D shapes with their nets.
- construct angles on a protractor 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 Western 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 student ensure they only use teacher authorised apps during school hours.

Parents please refer to the schools new Nutrition Policy which encourages parents to supply only small cup-cakes or muffins when celebrating a child's birthday. Christmas candy canes and birthday lollies/lolly bags are not permitted.

Brief Subject Outline: Support Teachers

Visual Arts	Mrs Mc Donald
French	Mr Hughes
Music	Mrs Prior
Physical Education	Mrs Casey

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 until 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.

ADMINISTRATION

The electronic attendance roll is a legal document. If a child is absent, a notation is made on the roll. An absence must be supported in writing by the parent/guardian telephoning or faxing the school on the day of the absence or sending a note explaining the absence immediately on the return to school of the child. Parents can also inform classroom teachers of absences via email or download the Skoolbag app.

Weekly newsletters can be accessed through the Como Primary School website.

<http://comoprimarieschool.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.

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.

barry.mcdonald1@education.wa.edu.au

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

MR BARRY MCDONALD

YEAR 5 CLASS TEACHER