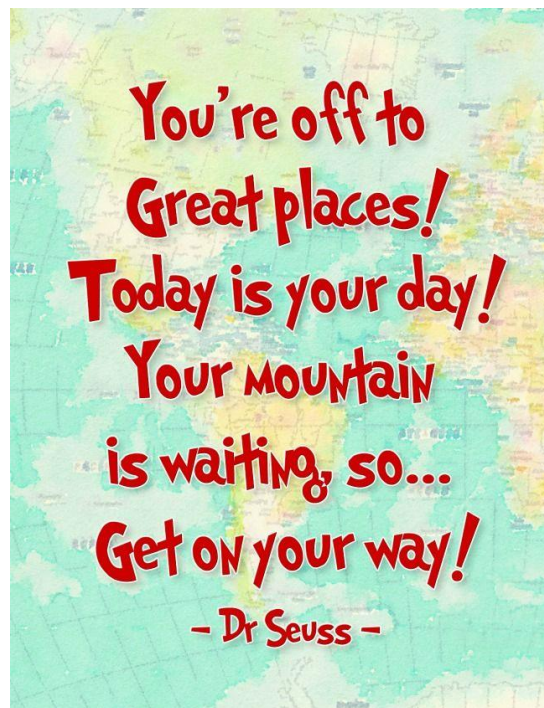


ROOM 11

Year 4



**CLASSROOM POLICY
2017**

Year 4 Room 11

Mrs Youd & Mrs Callaway 2017 Class Policy

Dear Parents,

Welcome to Room Eleven! Your child's teachers are Mrs Terri Youd and Mrs Lyn Callaway. Mrs Youd will be teaching the class on Monday, Tuesday and Wednesday and Mrs Callaway on Thursday and Friday. Throughout the year we will be providing engaging, exciting and educational learning experiences that will enrich all the students in Rooms 11.

In our class all students have the right to learn, all teachers have the right to teach and everyone has the right to feel safe.

- In all you do, seek to offend no one.
- Strive for excellence in all areas.
- This is a bully free zone.

The following are the student commitments that will be followed across all years at Como Primary School. We will be using these as a guide throughout the year to encourage the students to strive to do their best.

- High expectations of presentation—all work.
- Repeating of work not up to standard.
- Develop excellent handwriting and presentation skills in all students - School to use NSW Foundation text.
- High expectations of student performance in behaviour, academics, uniform presentation, class movements, class tone and values.
- The setting of rigorous benchmarks for all students in literacy and numeracy.
- Strong accountability through collaborative goal setting and targeted feedback.

CENTRAL AIMS

- To develop in each child the desire to learn through a range of child centred activities.
- To build up each child's self-esteem with praise and encouragement so the child can reach their highest potential.
- 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 develop in each child growth and well being through goal setting.
- To promote within the class respect and appreciation of individual differences.
- To assist children to become independent learners with the confidence and skills necessary for later years.

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.
- The noise level will be kept to a “quiet but busy” tone.
- 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 behaviourally.
- A positive atmosphere will be established at all times. Children will gain a sense of pleasure from lessons and the success they have in them.
- Independence will be a major objective. Children will learn to complete tasks quickly and efficiently without an adult always being present.
- 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.
- Learn to respect their own and other’s possessions and feelings e.g. bully free and graffiti free environment.

CLASSROOM INCENTIVES

Children will be encouraged to always follow the school motto “*Only Our Best*” through verbal and written praise, the House Point System and Honour Certificates.

BRIEF SUBJECT OUTLINE

The children will have the following teachers:

Art & Craft:	Mrs McDonald
Music:	Mrs Pryor
LOTE (French):	Mr Hughes
Physical Education:	Mrs Casey SEPEP Mrs Youd
We will be responsible for Mathematics	Number & Statistics & Probability (Mrs Youd) Measurement & Geometry(Mrs Callaway)
Literacy	Mrs Youd & Mrs Callaway
Science & Health	Mrs Callaway
HASS (Humanities and Social Sciences)	Mrs Youd

Full use will be made of our Interactive White Board, the student’s iPads as well as school computers to engage the students in a wide range of teacher made and on-line programs that target problem areas and enrich the learning program in general.

Group work will allow for cooperative learning, collaborative problem solving and open-ended tasks, which will be an important part of our class activities.

Maths: Through implementation of Western Australian Curriculum, the children will develop mathematical concepts, vocabulary and skills through practical hands on activities. Learning areas will cover Number & Algebra, Measurement & Geometry, Statistics & Probability. Automatic response and recall- tables and combinations, basic facts and equivalents will be drilled over the year. Practice of timetable/ basic fact recall should also be a part of their nightly homework.

English

Implementation of Western Australian Curriculum through three interrelated strands of language, literature and literacy. A whole language approach will be followed using themes to develop skills in all language areas. Learning areas will cover; Spelling, Reading, Writing, Grammar and Punctuation, Handwriting and Speaking & Listening.

Reading – promoted as a meaningful process to gain and interpret information and satisfaction through:

- Co-Operative and Guided Reading Sessions – Term novels which link to our HASS or Science themes.
- Recreational reading- USSR (Uninterrupted Sustained Silent Reading).
- Instructional reading- literal and inferential text substantiated (e.g. “Read Around Write About” comprehension activities).
- Content Area reading from subject texts (main focus in HASS).
- It is desirable for them to read at least 20mins every night at home.

Speaking and Listening - will be used to complement our theme e.g. oral presentations, group reporting sessions, whole class discussions and participation in the “Speaking with Confidence” competition.

Writing - Persuasive, Informational and Narrative Writing will be used across the curriculum areas. The formats for each style of writing e.g. reports, narratives, explanations, retells, expositions, poetry etc. will follow the First Steps Frameworks. Other writing will include: Reflection writing, note taking & research writing. Proof reading and self-editing will be taught during the year.

Handwriting – We will be teaching NSW Foundation Cursive. The children will be working towards a pen license later in the year. Neat, legible writing is insisted upon to ensure effective communication of any piece of work. Top copies may also be completed on a computer or iPad. In line with the student commitments, children will be expected to redo any work not up to standard.

Grammar and punctuation- will be a focus area to consolidate and extend student skills and understanding in this area. Attempting perfect punctuation will be expected in all written activities.

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.

Health:

The health education syllabus will be covered, as well as self-esteem, conflict resolution, personal values and citizenship.

Science:

Implementation of Australian Curriculum – the Primary Connections Program and the term theme will provide ideas for activities to reach the desired outcomes in Science. Investigations and how to report on them will be emphasised. In Term 1 we will be looking at Plants and Life Cycles.

Library

Our borrowing day will be Thursday.
A library bag will be needed. This prevents damage and expense in the case of spills in school bags.

HASS SCSA Curriculum – focus on group and individual activities using the term’s theme.

Children will also be required to complete tasks that work towards developing

- 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 focus this year in HASS is the Aboriginal Culture, discovery of Australia and the early world explorers. Civics and Citizenship and Geography concepts will be integrated into the HASS topics.

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 practice 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 practice. The use of iPads in the classroom setting offers new and engaging ways for the students to practice 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.

HOMEWORK

Approximately 30 minutes of homework should be completed each week night comprising of:

- Weekly assignments/ or homework sheets.
- Weekly spelling list - LCWC.
- Completing daily mental maths unit if not finished in class.
- One HASS investigation per term.
- Practice and recall of basic number facts.
- Nightly reading. The children are also expected to read for 30 minutes each night to establish good literacy skills.
- Homework will be written in their diary.

This 20 minute homework time may be extended for finishing off work.

If a child is having trouble with a piece of homework, they should not be forced to sit and work at it for a long period of time. Parents should simply sign and say they have tried.

Most homework is “finishing off” work- editing and checking work and taking it to an excellent final product or gathering extra research material for set topics. For this reason a child can never say, “I have no homework tonight.”

The children can also use the excellent websites, Mathletics and Reading Eggs to practice and improve their skills.

Communication

The homework diary is used to set out all homework inclusive of due dates. Please sign and record title and pages they read each night.

The diary is also an excellent tool for communication between home and school.

In addition to the diary, please log into **Connect** to view notices and stay informed.

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

terri.youd@education.wa.edu.au

lynley.callaway@education.wa.edu.au

The diary will also be used to set weekly and long term personal goals. By encouraging children to write individual learning goals and targets, it will motivate students to:

- become more active participants in the learning process
- become independent learners• identify what is important to their own learning
- achieve their full potential.

ADMINISTRATION

Attendance

Attendance at school every day is very important and all children should strive for 100%. If your child is absent from school, please send a short note in your child’s diary explaining their absence on the child’s return to school. Alternatively parents can write a note, send an email or use the School App. Late arrival will also be recorded.

Newsletters

Weekly newsletters can be accessed via the Como Primary School website or our Smart Device School App.

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. Placing money and permission notes in a sealed envelope is always a good idea.

Mobile Phones must be **TURNUED OFF** at the school gate and handed in to the teacher for safekeeping during the school day and collected when the bell goes. Phones may be turned on when the student leaves the school grounds. Any phones used at school will be confiscated and must be collected by a parent/guardian.

Uniforms

School uniform is expected each day so that the children see themselves as active and keen participants in the School's quest for developing productive and responsible citizens. Coloured House shirts are to be worn on Fridays. We have a NO HAT NO PLAY policy.

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.

CATERING FOR ALL CHILDREN

Children will be catered for at all levels. Programs with open-ended activities will allow each child to develop at their potential. There may be the possibility of the school psychologist being utilised to aid children who are struggling in one or more areas. Likewise if there is a need we will meet with the child and parent/s to devise an Individual Educational Program (I.E.P) to attempt to help overcome a particular academic, social or behavioural problem. TAG programmes will also be developed for those children that need extension. All children will be encouraged to give 100% at all times, to seek help from peers and teachers if they are having difficulty in understanding any area of work.

WAYS A PARENT CAN SUPPORT THEIR CHILD'S DEVELOPMENT

- Switch off the television and/or computer and negotiate appropriate time/ programmes.
- Go to the local library and borrow books with your child.
- Talk to your child about school/ events/ projects everyday.
- 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).

We are sure that by keeping communication lines between teachers, parents and children open, we will be able to work successfully together as a team and enjoy a happy, successful year.

Kind Regards

Lyn Callaway
Terri Youd

Classroom Teachers