

Grade 5/6 Parent Information 2018



The Patch School
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SECTION ONE

Routines and Administration

Bell Times

8.50am	Long bell - all students expected to be in classrooms.
9.00am	Short bell - start of learning time.
10.50am	Recess play
11.05am	Long bell – start heading to classrooms
11.10am	Short bell - line up outside classroom
12.40pm	Lunch order bell (Mon, Wed, Fri)
12.50pm	Lunch eating time
1.05pm	Lunch play
1.45pm	Long bell – start heading to classrooms
1.50pm	Short bell - line up outside classroom
3.25pm	School day ends

All Prep students are dismissed at 3.15pm. Older siblings of Prep students may leave at 3.15pm with their younger brothers or sisters.

Term Dates

Term 1: 29 January (school teachers start) to 29 March

Term 2: 16 April to 29 June

Term 3: 16 July to 21 September

Term 4: 8 October to 21 December

Punctuality

All students are expected to be in the classroom ready to start the day at 8.50am. If for some reason they are late arriving at school, parents will need to sign students in using the iPad located next to the office. Please collect a red card from the office staff for your child to hand to the teacher in the classroom. Punctuality is of the utmost importance as teaching sessions will begin at this time and students who are late arriving not only miss out on critical teaching and learning, but also interrupt the learning of others.

Wet Weather Days at The Patch PS

In line with international findings that demonstrate that time spent outdoors throughout the year is valuable in developing deeper nature connections, greater awareness of seasonal and weather changes, opportunities to experience weather variations, and build resilience, we spend our recess and lunch play time outdoors all year round.

To ensure students are protected from the weather, we ask that they bring a raincoat to school and wear this during wet weather. Students wearing appropriate wet weather gear are allowed to continue to play on the oval or play equipment. If a student does not have a coat, they will be required to take cover under the breezeways or decks until the rain has passed.

Our students are becoming much more responsible and making appropriate clothing choices to maximise their playtime outside and to experience the sensations of falling rain without getting wet. These can be magical and memorable moments. We have also found that time spent outdoors has a calming influence on students that often improves their focus for learning when they return to the classroom.

Some students like to use an umbrella to school. These are useful but do not replace the need for a coat. It may be worth adding some spare socks or other uniform items to the school bag for emergencies, particularly in winter when ball sports are popular on the oval.

Students are not permitted to play outside during thunderstorms. In these circumstances class teachers supervise time indoors until it is safe to return outside.

Timetable Grade 5/6 2018

	9:00	9:50			10.40	11:10	12:00	1:05	1:50	2:40
MON	Daily Edit	Read to self	15 Min PE	Writing Explicit Teaching Trait	Recess	Reading Explicit Teaching	Maths	Lunch	Philosophy ICT Well-Being	Philosophy ICT Well-Being
TUES	Daily Edit	Spelling	15 Min PE	Reading Circles		Writing Trait Practise	Maths		Philosophy ICT Well-Being	Gr 5- Athletics Gr 6- Reading Card Alternate each week
WED	Daily Edit	Read to Self	15 Min PE	Writing Project Genre		Reading Strategy Practise	Maths		Finishing Off	5/6 Sport Every 2 nd Week Assembly Every 2 nd Week
THURS	Daily Edit	Spelling	15 Min PE	Maths Fluency/ problem solving		Japanese 5/6 A Art 5/6 B Music 5/6 C	Japanese 5/6 B Art 5/6 C Music 5/6 A		Japanese 5/6 C Art 5/6 A Music 5/6 B	Homework Game
FRI	STEM 5/6 A Inquiry 5/6 B PE/Library 5/6 C					STEM 5/6 B Inquiry 5/6 C PE/Library 5/6 A			STEM 5/6 C Inquiry 5/6 A PE/Library 5/6 B	

Class Communication

We will produce a year level newsletter once a month. Year Level Newsletters will be emailed to parents and caregivers and also be made available on Tiqbiz and the school website: <http://www.thepatchps.vic.edu.au> School newsletters, school council newsletters and important date reminders will also be emailed out once a month via the office.

Please check it for important upcoming events, curriculum information and any special requests needed to support your child's learning.

At times there will be curriculum tips on how to assist your child's learning.

We will supply our email addresses to you for your convenience. Please remember however that we don't always get to access our email or phone messages during learning time, so if there is anything urgent please call the office.

SECTION TWO

Behaviour Management

We believe that every student at The Patch Primary School has the right to learn in an uninterrupted, safe and predictable environment, and an important part of our job is to teach all students how to regulate their behaviour. If a student is continuing to interrupt the learning of others, we need a process to ensure that all children can stay on task and respect everyone's right to learn.

Each student at The Patch Primary School will create a resilience plan. This is a plan your child writes in consultation with their teacher. Essentially this plan is used to redirect children if they are becoming off task or heightened. The plan will allow students to spend 5 mins doing a short activity, such as getting a drink, sitting in a quiet space, bouncing a ball etc. Your child can ask to enact their resilience plan or a teacher may request they enact their plan if their behaviour is beginning to disrupt their, or others', learning.

Teachers at The Patch will always use positive reinforcement and encouragement to redirect behaviour as a first approach. Please refer to our behaviour management flow chart to understand the progression of levels if disruptive or inappropriate behaviour continues.

If a student reaches Level 3 they will be sent to a 'buddy classroom' for the remainder of the session or day and will also be required to spend some of their lunchtime in Marmook.

What is Marmook?

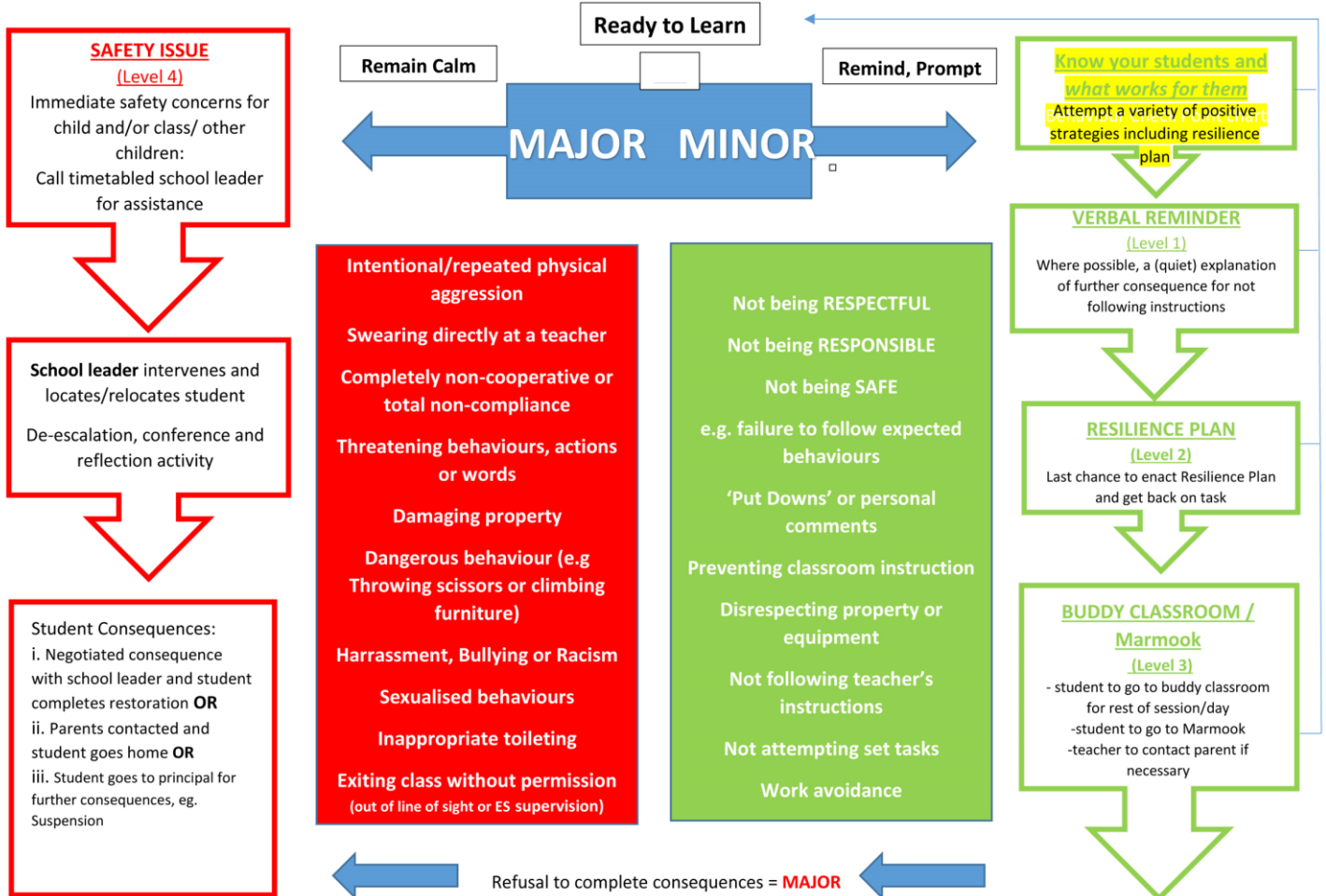
For our new parents and to clarify for existing parents, Marmook is run at lunch times in the library. Staff give up their time to supervise this space and be available for children who need some support during that time. Marmook is a Wurundjeri word offered for our use by Wurundjeri Elder, Murundindi, and means ancestor pathway or special place. We feel it represents the restorative nature of this space.

Marmook is used in a multitude of ways. Students can choose to come into Marmook at lunchtime if they need some quiet time away from the playground. Here they can play a board game, read, draw or chat to the teacher if they have a problem they need help with. It is a lovely safe space for children who may be having friendship issues or are just needing some down time away from the business of the playground. Teachers in Marmook will monitor the children they see regularly and liaise with their classroom teachers to assist where necessary.

Many children use the space to continue working on projects or tasks that they started in class and wish to develop further; this is something we love to see! A teacher may also ask a student to finish off some work there before heading out to play if they have not used their class time appropriately.

We also use Marmook as a consequence for continued disruptive or unsafe behaviours that interrupt the learning of others in the classroom, or misbehavior in the school ground. Once a child has reached Level 3 (see behaviour management flow chart) they will spend time at Marmook either on the same day or the following day. Here, they **will not** be met by angry teacher. Instead the supervising teacher will chat to them about their day, how it could have been different, what they need to do to get back on track, how their behaviour affects others etc. Often, children that come in for this reason just need an external person to listen to them and to workshop what has been going on for them. In most situations, students are let out at the half time bell so they still have plenty of time to run around and get a drink before going back to class. We know that this is also essential to help students get back on track before entering class again. Teachers will email/call/chat to parents if they feel it is necessary and further action needs to be taken. Any serious issues are also dealt with by Deb and Michelle privately with the family of the child involved.

Responding to Behavioural Incidents



SECTION THREE

Curriculum

The Victorian Curriculum

The Victorian Curriculum F-10 is the curriculum for Victorian schools. It incorporates the Australian Curriculum but provides Victorian standards and priorities. The curriculum is accessed from the [Victorian Curriculum F-10 website](http://victoriancurriculum.vcaa.vic.edu.au/whilst), (<http://victoriancurriculum.vcaa.vic.edu.au/whilst>) resources and supporting information is available here.

Digital Technology and eSafety

Digital Technologies aims to give students a practical understanding of the process of analysing problems and opportunities, designing and evaluating solutions, and creating and sharing information that meets a range of current and future needs.

The Digital Technologies curriculum aims to achieve this by working within 3 domains - Digital Systems, Data and Information and Creating Digital Solutions.

This year, The Patch students will be working within the Google Classroom and Education modules, and will be issued with a secure logon and password (via the Department of Education and Training, Victoria.) Teaching staff moderate all digital classroom sites, and interactive work will be undertaken by students. This is an initiative of the DET Victoria. The DET secure logon process will also allow the students to have a Microsoft Account, to allow us to use Minecraft for Education and other Microsoft supported educational services.

The Patch Primary School became an eSmart school in 2017. This followed vigorous accreditation over several years in the following areas:

- effective school organisation
- school plans
- policies and procedures
- a respectful and caring school community
- effective teacher practices
- an eSmart curriculum
- partnerships with parents and local communities.

eSmart helps teachers to best manage bullying, cyber bullying and cyber risks so students feel safer and supported at school.

Digital Technologies Curriculum: <http://victoriancurriculum.vcaa.vic.edu.au/technologies/digital-technologies/introduction/rationale-and-aims>

eSmart Information: <https://www.esmart.org.au/for-parents/>

eSafety Resources for Parents in the home: <https://www.esafety.gov.au/education-resources/iparent>

Indigenous Education

The Patch Primary School's Indigenous Education is underpinned by the School Vision statement and is based on the agreed values of Respect, Integrity and Responsibility. We acknowledge the land as part of the Kulin Nation and specifically as a Wurundjeri Place.

As a school we show respect towards the original custodians of our land at assemblies, with “Welcome to Country” and raising the three flags at assembly – the Australian flag, the Torres Strait Islander flag and the Aboriginal flag. We celebrate focus days of importance for Aboriginal communities such as Close the Gap and incorporate Wurundjeri Studies in the curriculum. We are currently in the process of incorporating this with our Japanese program. Our outdoor environmental program, ‘Learning Landscapes’, fosters a multidisciplinary approach to Indigenous studies by providing a Bunjil Tree Trail and Bush Tucker trail.

The school curriculum in Australia has made Indigenous Studies a priority because it provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world’s oldest continuous living cultures. This knowledge and understanding enriches students’ ability to participate positively in the ongoing development of Australia as they see similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

Japanese

みなさん、こんにちは！

Japanese at The Patch Primary School is an exciting undertaking, with students learning curiosity, inquisitiveness, empathy and understanding along with Japanese language and culture.

The Japanese program in 2018 will be taught using the CLIL method – content and language integrated learning. Students will be taught primarily in Japanese language, and their classroom curriculum will be integrated into the Japanese course.

The CLIL method is the top language learning method to be used in Europe and Canada at the moment. Studies have shown that students who learn using the CLIL method;

- have academic achievement that typically match or surpass traditional approaches
- develop positive gains in first language literacy development
- gain heightened levels of intercultural awareness and competence, and
- have increased levels of motivation and enthusiasm for learning.

Subjects covered in Grade 5 and 6 this year will include design and technology – transport, science – natural disasters, history – comparing the daily life of an early settler in colonial Australia with a samurai in Japan, and a geography unit focussing on tourism.

Language learning is a fascinating journey, one that students should be excited about. Our Japanese teacher, Jessica Sensei is always up for a friendly chat, and is available at The Patch Wednesday to Friday.

Library

The Library program provides instruction for students on how to use a library effectively, how to access resources and how to borrow selectively and responsibly. It also offers opportunities to promote literature through book discussions, reviews, clubs, open times and shared reading.

Students will be visiting the library on a Friday to return, browse and borrow new books.

Students are allowed to borrow 2 or 3 books for 2 weeks. Please ensure books are looked after and borrowed and returned via a library bag e.g. plastic bag/ blue reader folder.

If books are lost please let your class teacher know and the lost book needs to be replaced with a new book of similar quality, topic and value.

Literacy

Our literacy program is designed to develop strategic readers and writers through the explicit teaching of reading and writing strategies. We believe that constructing meaning is the goal of literacy instruction. We want students to monitor and enhance their understanding, acquire and actively use knowledge and develop insight. We want our students to learn strategies for: finding ideas for writing, writing with clear intentions and purposes, developing a working knowledge of the qualities of good writing, developing an understanding of the purpose of revision and learning to edit using appropriate writing conventions.

What is meant by explicit teaching of reading and writing strategies?

Explicit instruction can be broken down into six specific steps:

- Teacher explains *what* the strategy is e.g. making connections in reading or using voice in writing.
- Teacher explains *why* the strategy is important.
- Teacher explains *when* to use the strategy.
- Teacher models *how* to perform the strategy in an actual context while students observe.
- Teacher *guides students* as they practice using the strategy.
- Students *independently* use the strategy.

Literacy instruction in Years 5/6 is divided into 4 parts.

1. Independent Reading/Conferencing
2. Explicit whole group instruction.
3. Independent Literacy Practice
4. Sharing of literacy tasks.

Music

Music is an important part of school life at The Patch. All students attend music one session per week with our specialist teacher Leanne Barton. Music lessons are practical sessions where students sing, chant, dance, play percussion instruments and create music with a focus on participating as a group.

Choir - In 2018 we will be offering the opportunity for students in grades 3-6 to participate in a choir which will run fortnightly on Wednesday afternoons.

We have visiting Instrumental teachers who are available for private or small group lessons for a fee. In 2018 we have Michaela Tory teaching Violin and Viola, Jess Dunn – Ukulele and Singing and Chris Walker teaching Piano and Guitar. Details for contacting these teachers are to be found at the end of our whole school newsletter. Students come out of class for 20 - 30mins per week for lessons.

Maths

The Maths program at The Patch is delivered in a variety of ways. Explicit teaching of key mathematical skills underpins our approach, facilitated via whole group, small group and in some cases, individualised learning activities. We encourage our children to explore problem solving in a safe environment where errors are seen as learning opportunities, and open-ended tasks encourage risk taking and multiple solutions to problems.

Comprehension in numeracy is just as important as it is in literacy. We plan for students to develop their comprehension through focused activities, class discussions and the attainment of a rich mathematical vocabulary. ICT is made available to engage and support learning, with Mathletics accessible for students in the classroom and from home.

Regular formal and informal assessment is used to develop a maths curriculum that caters for each student's point of need. Where necessary, students will be supported in small group work to consolidate and extend their understanding of key skills and concepts.

Our goal is to develop confident, creative thinkers who can apply their numeracy skills to solve problems in a variety of real world contexts.

Philosophy

Philosophy is an exciting subject that encourages students to ask questions, listen carefully, evaluate reasons, uncover assumptions, clarify ideas and concepts, make judgements and draw inferences.

Philosophical inquiry is primarily concerned with the search for meaning through activities help us to develop a framework in which questions of how we think and know are considered alongside equally fundamental questions of how we ought to treat one another and the world itself.

The practice of philosophy in schools is implemented through the community of inquiry where both abstract (conceptual) and concrete thinking are explored.

Philosophy sessions provide a forum for children to wonder, think critically and creatively, ask questions, listen to alternate perspectives, evaluate reasons, uncover assumptions and consider that there are multiple ways of understanding the world.

Philosophy is not so much concerned with final answers as it is with coming up with and exploring better questions and tentative answers.

Philosophy will be taught by Vivien in Grades 5 & 6

Physical Education

Physical Education is the process through which sport, sport education, outdoor adventure activities, dance, gymnastics, aquatics, ball handling and athletics are used to help students learn motor skills and to learn about and achieve physical fitness. Physical Education activities also assist in the development of personal and social skills in students.

During years 4-6, students refine basic and complex motor skills and apply them to increasingly complex games, activities and sport-specific situations. Students participate in outdoor adventure activities in natural environments, which develop skills, knowledge and behaviours to enhance and promote safety. They use skills such as strategic thinking to solve real-life problems to improve game performance. Activities in this group include basketball dribble, modified netball, bat tennis and modified baseball – (T-ball).

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skill and behaviours that enable them to:

- Maintain good health and live a healthy lifestyle
- Understand the role of physical activity in ensuring good health
- Engage in physical activity
- Examine physical, social, emotional and mental health and personal development
- Examine the factors that influence food selection and the role of nutrition on health growth and development

PE skills will be on Fridays and every second Wednesday.

Grade 5/6 will participate in:

- Term 1 - athletics and netball
- Term 2 - cross country, skipping, soccer
- Term 3 - ultimate frisbee and AFL football/touch football
- Term 4 - softball/teeball/rounders and bat tennis

Science/STEM

Teaching Science at The Patch PS occurs during STEM lessons and explicit Science classes. STEM stands for Science, Technology, Engineering and Mathematics, and covers the interrelationship between these areas, allowing learning to be delivered in an integrated way, helping a deeper engagement in the four disciplines. (The engineering component is found in our design and technologies curriculum which also includes the digital technologies). STEM covers a wide range of disciplines and skills which are increasingly in demand in our rapidly changing world.

STEM education absorbs our environmental education and sustainability programs and is taught at all levels throughout the year. Students will participate in a transdisciplinary program that provides authentic contexts for modern learning and develops skills such as collaboration, critical thinking, creativity, problem solving and effective communication. Some activities will be stand alone, others will form part of rich learning tasks spread over the semester or year. Our STEM educators are Tania (prep), Nina (year 1 and 2) and Michelle (years 3, 4, 5 and 6). Feel free to chat with them about their programs.

In addition to STEM education, students may also participate in explicit science lessons to ensure the Victorian Science Curriculum is delivered every year. These lessons may be conducted weekly or during a designated term and focus on two areas:

- Science inquiry skills.
- Scientific knowledge and understanding.

Four areas of science are covered each year from P-6 (chemical, physical, biological and earth and space) and each has an explicit focus on developing students' knowledge, skills, understanding and capacities in science and literacy and employ a range of strategies to encourage students to think about and to represent science.

Visual Arts

Creative learning experiences in the visual arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

Learning in the visual arts at The Patch Primary School takes several forms. Through arts practice students learn to develop ideas by drawing upon experience, exploring feelings, observing and researching. In order to communicate ideas, students learn the elements, principles, processes and techniques as well as the cultural and aesthetic values associated with specific art forms.

In responding to the visual arts, students learn to analyse and interpret art works. They learn how the visual arts are practised and valued in different societies and cultures, past and present. They form personal judgements of their own and those of others. They understand the skills and intentions of artists and the social or cultural contexts in which their works were produced.

ALL students in Grades 5 and 6 must have an art smock to protect school uniforms, as students often use materials that can stain easily and are difficult to remove in the wash. Art smocks can be purchased from the uniform shop or retail outlets such as K-Mart or students can simply use an old shirt found at home to protect their clothing.

SECTION FOUR

Extra-Curricular Activities

Camps

City Camp, Melbourne CBD Term 3

31st July and 1st August

2 days, 1 night

Approx Cost: \$160

Grade 5/6 Camp will take place in Melbourne's CBD during Term 3, addressing key elements of the Geography, Civics and Mathematics section of the National Curriculum. We will be staying at the Discovery Melbourne in Franklin Street. Students will be engaged in a number of activities located in the CBD including visiting the National Sports Museum, tour of Parliament House, visit to Queen Victoria Market, Melbourne Goal, Federation Square Scavenger Hunt and other exciting activities. Grade 5/6 students will travel by train to and from the city and will be using trams/trains around the CBD. More information about camp will be sent home closer to the date.

We encourage all parents to use QKR to pay for camps and excursions.

Please Note: If you are experiencing financial difficulties please speak with Deb as the school may be able to offer some assistance.

Excursions / Incursions

Year 6 is a traditionally a big year for excursions and incursions, we are mindful of the cost involved with many of these activities and try to keep pricing down, whilst still delivering a variety of activities.

Below is a current list of excursions/incursions and the estimated cost involved. Please note these are approximations and final cost will be given on permission slip.

To keep costs down and remain environmentally friendly we will email and 'flexibuzzing' all our information/permission notes.

Please Note: If you are experiencing financial difficulties please speak with your child's teacher and/or the Principal as the school may be able to offer some assistance.

Here is a list of activities and dates so far:

Stomp The Beat

Term 2 (5 weeks)

Approx Cost: \$22

Drug Education

Date: July and August

Approx Cost: \$15

Taming Of The Butterflies (Grade 6 Students Only)

Date: Each Monday from 8th October to 26th November with Speech Nights held on Tuesday 4th December and Wednesday 5th December

Approx Cost: \$15

Surf Lifesaving

Date: 30th November

Approx Cost: \$45

Prep Buddy Excursion- Puffing Billy (Grade 6 Students Only)

Date: 23rd November

Approx Cost: \$27

Grade 6 Graduation – Skyhigh (Grade 6 Students Only)

Date: 19th December

Approx Cost: \$100 without fundraising

Knox Leisure Works Excursion

Date: 21st December

Approx Cost: \$25

Taming of the Butterflies

For several years, Grade 6 students at The Patch have participated in a public speaking course known as Taming of the Butterflies. We are fortunate to be hosting this outstanding program run by “Toastmasters Lilydale” again this year. The course consists of seven one and a half hour sessions with two highly regarded presenters, Bill and Nola. The program culminates in a formal “Speech Night.”

This program has had an extremely positive effect on all Grade 6 students in the past, building and promoting students’ self-esteem and public speaking abilities.

SECTION FIVE

Assessment

Assessment at Your Child's Level

Assessment at Grade 5/6 level includes the following:

- OnDemand Testing (online Australian Council for Educational Research – ACER – testing)
- PAT Reading and Numeracy (ACER testing)
- Essential Assessment - Maths
- SWST (Standardised Single Word Spelling Test)
- Running Records of reading (during individual reading conferences – known as “F&P Testing”)
- Individual reading and writing conferences
- Teacher observations and records
- Pre and Post Testing
- Moderation rubrics
- Class tests

At The Patch Primary School we upload information for analysis to both the Victorian Department of Education and our own web-based data bases. Data analysis is used to inform the future teaching of your child.

NAPLAN 2018

The NAPLAN tests for Grade 5 will be held on Tuesday 15 May, Wednesday 16 May and Thursday 17 May 2018.

Students have their skills assessed in numeracy, reading, writing, spelling, punctuation and grammar. National tests provide information on how students are progressing and support improvements in teaching and learning.

Parents and carers can best assist students by making them feel comfortable about the nature and purpose of the tests. Their children can be assured that the assessments will give them an opportunity to show what they have learned in class.

For more information you may go to: www.naplan.edu.au

SECTION SIX

How to Help Your Child

Homework

This table describes successful homework practice for our year levels.

Years	Homework...
5 to 9	<ul style="list-style-type: none">• should include daily independent reading• should be coordinated across subjects in secondary schools to avoid unreasonable workloads for students• may extend class work, projects and assignments, essays and research• will generally range from:<ol style="list-style-type: none">1. 30 to 45 minutes a day at Year 5• 45 to 90 minutes a day in Year 9.

These Homework Guidelines have been developed by the Department with the assistance of parents, teachers and students in Victorian primary and secondary schools. The Guidelines provide a framework to help schools engage their communities when reviewing their existing homework policies.

In Grade 5/6 we encourage students to be reading **every day** in order to continue developing a life-long habit. This could include independent reading/ reading to someone such as a parent or younger sibling/co-reading with a parent or parent reading to the student.

Our expectation for homework for Grade 5/6 students on a weekly basis is:

- **Student diaries to be filled in with evidence of reading at least 4 times during the week this includes the title and number of pages read.**
- **2 Mathletics tasks assigned by the teacher**
- **Spelling activities including:**
 - Look, say, cover, write check**
 - Thrass**
 - Writing words in sentences**
- **Reading Circle preparation**

Homework is expected to be completed independently by students but supported by parents. Homework will be assigned on a Thursday and returned the following Thursday to be checked. Students who DO NOT complete their homework 3 times in a term will have to attend Marmook for half of lunch on 3 occasions to complete the assigned homework.

Parent Assistance

We are looking for parents with many talents to help in our classrooms with a variety of activities. Can you help us? We are looking for:

- Volunteers to work in classrooms – if you have time to offer please speak to your child's teacher.
- Sporting / Coaching / Assistance with major sporting events – various sporting opportunities are offered

throughout the year for which we need assistance.

- Fundraising - Grade 6 Graduation.

If you are available to assist in any way we would love to hear from you via email or a note in your child's diary.

You can also become involved in:

- Wetlands Activities
- Music Festival
- School Council Membership
- Garden Team
- Working Bee Involvement

Tips on Helping Your Child at Home.

Some Tips on Helping your child at home

- As your child moves towards the end of their primary school years it is really important to help them develop independence, initiative, problem solving and time management skills. Help guide them through these processes but in the words of the wise "Do not do for them, what they can do for themselves".
- The aim is to get your child to think for themselves, to reason, to understand deeply, to build knowledge, to leverage their thinking with others and put knowledge to work in their own lives.
- Give your child roles and responsibilities as it makes them feel valued and worthwhile and helps to make them independent.
- Give your children clear boundaries and realistic expectations for behaviour.
- Develop resilience.
- Never underestimate the importance of speaking and listening to your child as it underpins all their learning. Remember you are their primary teachers; engage them in lots of talk. Through talk help them to wonder and question the world around them.
- Talk to them about their learning, what they find difficult, easy, puzzling etc. Help them clarify their thinking by throwing in lots of why questions and 'because's'
- Encourage them to be critical thinkers, independent-minded readers, speakers and listeners.
- Introduce them to 'powerful words' and the power of words this develops their vocabulary and encourages them to use interesting words.
- When learning spelling encourage looking at word patterns, word building, usage and the origin of words.
- Display, in prominent places, things that need to be learnt, like times tables, spelling words etc.
- Use real life, everyday situations, like cooking and shopping to help them develop their mathematical skills and thinking.
- Involve them in the use and handling of money when shopping. Compare prices, weights etc. and discuss 'best buy'.
- Still read to and with them. Talk to them about their reading, even read what they are reading. Discuss things like, what inferences are made, what predictions are reasonable and what conflict and resolution takes place. Stop and discuss interesting words and descriptive, emotional (beautiful) passages.
- Share their music with them and discuss the lyrics.
- Encourage your child to make connections in their learning and with the world around them.
- Finally, discuss social issues with them to help develop their awareness, thinking and understanding of the world around them