

2020 Parent Information

Dear Parents,

Year 6 Teaching Team

Mel McGregor
Steph Anderson
Luke Nisbet

PYP At Aspendale Primary School:

- We are now a fully authorised and accredited IB World School.
- This year we will work through six units of inquiry in a non-linear order!

PYP Programme of Inquiry

T1	T2	T2	T2	T3	T3	T4
How We Express Ourselves (specialist unit - Legacy/art project)						
Sharing the Planet (focus in each unit) Everyone's choices impact the future of our planet						
Where we are in place and time 10/2-27/3	Sharing the Planet (2 weeks) 13/4-24/4	How the world works 27/4 - 12/6	Sharing the Planet 15/6-26/6	How we organise ourselves 13/7-4/9 (Camp 4-7/8)	Exhibition 7/9-23/10	Who We Are 26/10 - 11/12
The economy and the environment are impacted by human migration.	See above	Technological advances influence the way people live.	See above	Economic activities can support sustainability	Students design their own central idea	Transitions affect people's lives
STP Focus Contributions to sustainability and		STP Focus Sustainability innovations		STP Focus Sustainable product	STP Focus Student initiated actions.	

technology by migrants Impact of pop'n growth on the environment (urban sprawl)		Plastic/plastic free (eg)		development Economic needs and how they change		
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Student-Led Conferences:

- Student-Led Conferences will take place again in 2020. Students have already begun setting goals and reflecting upon their learning in preparation for them.
- Conferences are a valuable time to discuss and celebrate your child's learning with your child and their teacher.
- Being aware of what they have learnt and what they need to learn next makes them powerful learners.

E-mail communication with Parents/Staff Agreement:

- Each year level will send a fortnightly update with year level information and news
- Emails from parents will be responded to between **8am - 5.30pm, Monday to Friday**. Teachers who receive emails from parents over the weekend will endeavour to respond by 5.30pm Monday.

Take in/Take out at APS:

- Students are to take any litter home that was brought to school
- Please encourage students to bring nude food (in reusable containers or packaging)
- Our aim is to try to reduce our footprint, and schools are statistically mass producers of waste. The school will dispose of anything that can go through council recycle bins or that can be composted.

Student Absences

- It is important for your child to be at school as much as possible
- Lessons start at 9:00am so it is important to be on time. If you are late, please sign your child in at the office
- There will be times when your child may be away due to illness or other reasons. We need a written explanation of their absence. Parents can email this or send a note
- If your child will be away for an extended absence of a week or more (eg. a holiday), please see your classroom teacher who can prepare a Student Absence Learning Plan

Class Essential Agreements

- Each class/year group is making an Essential Agreement
- These are the values, goals and ways in which the classroom will run

Student Learning Plans

- To assist with the Student-Led Conferences, every student is regularly setting goals and reflecting upon their achievements. This allows them and us to identify their individual needs and cater for them within the classroom.

Excursions

- This year all students are required to have paid the excursion levy. This is required in order to attend any excursion or incursion

- Please see your child's teacher or the office staff if you need to discuss this payment
- Excursions and/or incursions will be scheduled throughout the year
- This year please use QKR to complete the permission form for excursions

Homework

- The main purpose of homework is to put in place good study habits
- In Year 6, homework consists of a digital Year Book comprising of monthly tasks due in draft form each week, culminating in a complete month of activities in the fourth week of the month. Students send their drafts each week to their teacher who gives feedback. The final monthly task is presented online

Monthly run down:

Week One - choose one task to draft and send to your teacher (who will give feedback)

Week Two - choose a second task to draft and send to your teacher (who will give feedback)

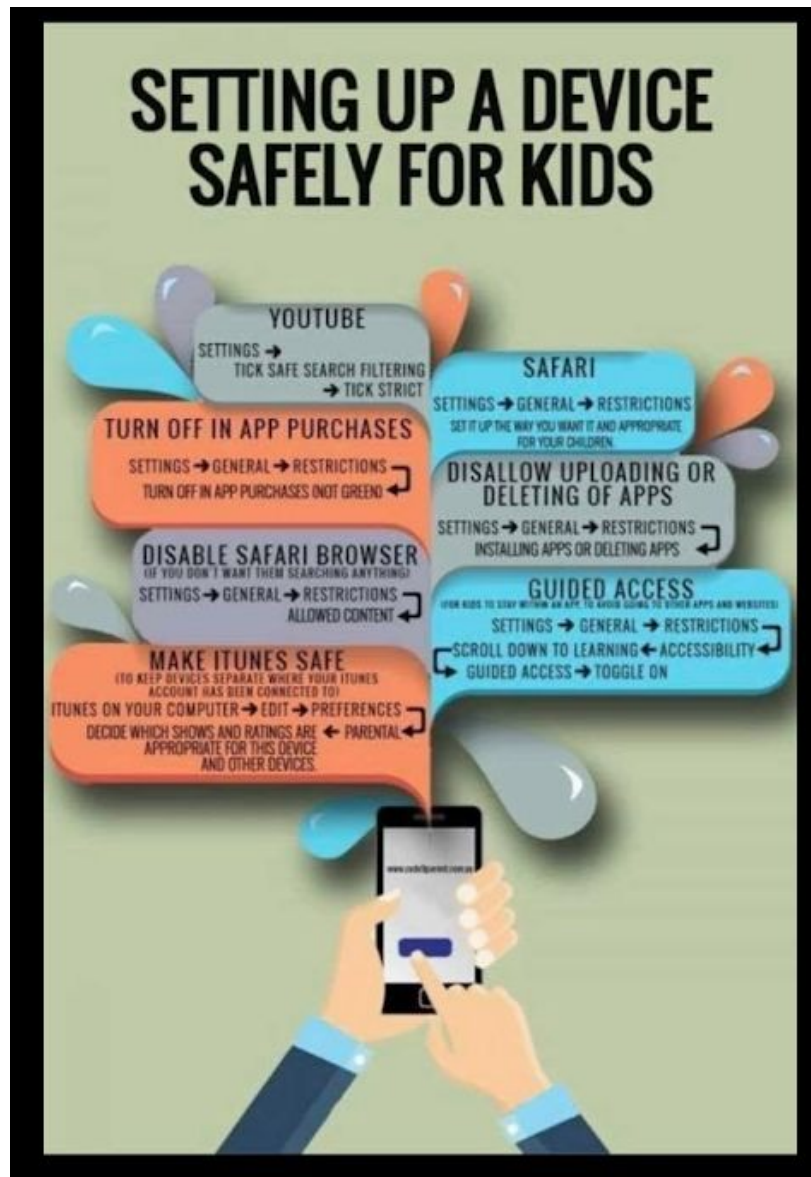
Week Three - choose a third task to draft and send to your teacher (who will give feedback)

Week Four - Edit and compile the monthly yearbook page to present via SimpleSite. This year we'll be using the blogging website SimpleSite.

- Please see your child's teacher if you have any complications with the homework
- Remember, the homework is your child's responsibility...

ICT

- Children work towards ICT goals, such as research skills, utilising search engines, designing and producing work, programming, creating webpages, etc
- We utilise ICT devices on most days, to accompany our learning
- Cyber safety lessons are included in ICT sessions
- BYOT program runs in Year 4-6
- Each class also has a scheduled time to make use of the school laptops for activities, including building websites, 3D design and programming.



ICT Tips for home:

- Children’s use of technology is easy to monitor when they use it in shared areas (lounge room, kitchen)
- It is important to have time without technology, especially close to sleep
- It can be difficult but open dialogue between your child and yourself about their use of technology is a good investment

Camp

- The Year 6 students go on camp to Valley Homestead, in week 4 of term 3. The children stay there for three nights and four days (4th - 7th August).

Wellbeing

- We follow a weekly wellbeing schedule, focusing on social skills, self-regulation and life-skills.
- We utilise the Government Mandated Respectful Relationships resource as part of our wellbeing program
- We also have frequent circle times where students are able to speak and be heard on matters of importance to them and their class
- When necessary Restorative Circles are held to ensure that students and accountable for their actions and trust is restored when it has been broken

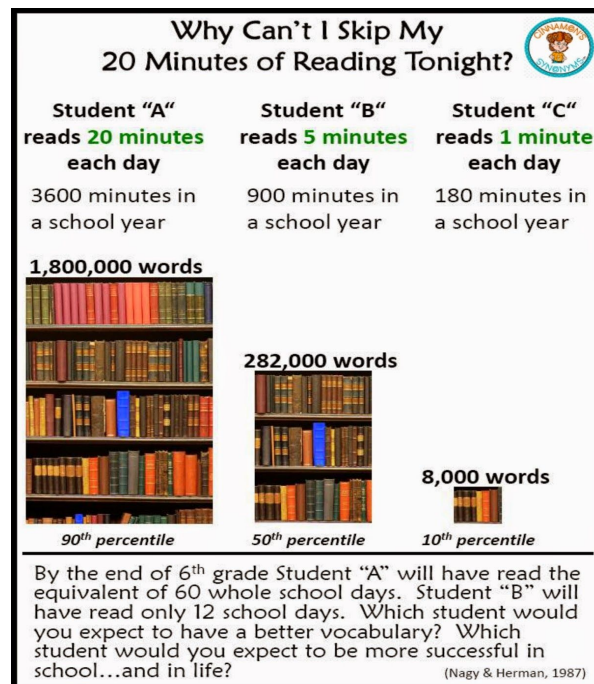
- We have Jenni Aldersea as part of our teaching team. She will be at school from Tuesday - Thursday and will work with different year levels across the school. She is available to work with students and parents at different times. Please see your child's teacher if you would like more information.
- Here is the link to our school's wellbeing policy:
<https://www.aspendale.vic.edu.au/wp-content/uploads/2018/03/18.-2017wellbeing.pdf>

How you can help at home with wellbeing

- Everything is dramatic or nothing is: Investigate, wait it out, talk it through
- Don't underestimate the power of hormones, be supportive and explain what is happening when they are calm
- Friends - she loves me/she loves me not: Tweens go through ups and downs, it is our job as adults to keep some perspective and help them to look at what is happening calmly
- Responsibility - if it's your possession, problem, opinion then own it: The best gift you can give your child at this stage in their life is to help them own the responsibility they have for managing their belongings, workload, actions and opinions

Reading

- At Aspendale Primary we focus on the strategies of a good reader, and engage in formal reading lessons daily
- Decoding is the process of translating printed word into a sound
- Reading is analysing and understanding the text on multiple levels
- Self-choice novels are of high significance as students learn to regulate their reading and monitor for meaning
- Daily reading is vital



Writing

- We aim for frequent BIG WRITE session, where students use a prompt to develop a range of writing pieces (including narrative, persuasive, informative etc)
- We focus on VCOP for structure, editing and improving our writing.
- We also utilise the 7-Steps to help students understand the different 'parts' and techniques which are related to a story (such as the Sizzling Start, Tightening Tension, Exciting Endings etc)

Word Study

- Words Their Way Spelling inventory is used to assess the spelling capabilities of every child
- These capabilities are based on common misunderstandings or errors in student spelling
- The classroom spelling program will then be targeted at these capabilities
- This is a fluid program where students will be able to move between groups based on their spelling needs

Spelling is
~~diffecolt~~
~~challageng~~
hard.

Maths

- At Aspendale Primary School we take a differentiated approach to Maths. This is because we know that in our classes, especially in the Senior School, there is a wide range of abilities
- As a result of this we aim to differentiate each lesson, aiming to allow each child to build upon their understanding of the weekly focus.
- We aim for five 50 minute Maths sessions each week

How is Maths different now to when I was at school?

- Importance is put on mental strategies

*study by Allistair McIntosh in the 1990s

*what type of calculations do adults need to carry out each day

*84.6% mental, 11.1% written, 6.8% calculator, 19.6% other physical tools

*60% estimation 40% exact

*time being the most common calculation, shopping the next most common

*development of number sense

*key stage from Years 3-6 is the development of multiplicative thinking

*many children are able to solve single digit multiplication but experience difficulties or use inefficient strategies (additive strategies)

*children who don't develop this or struggle with it often experience difficulty at high school with algebra and fractions (Di Siemen)

How you can help at home:

- adopt a growth mindset
- talk about the strategies that your child has used to get to their answer...don't just worry about the actual result

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
• avoid challenges	• embrace challenges
• give up easily due to obstacles	• persist despite obstacles
• see effort as fruitless	• see effort as path to mastery
• ignore useful feedback	• learn from criticism
• be threatened by others' success	• be inspired by others' success

Our Specialist Classes

Mandarin

Students will continue to build a strong connection with our sister school in China. They will participate in cultural activities including celebrating traditional festivals and making dumplings. The language focus is to develop skills in written Chinese. They will discover the origin and evolution of Chinese characters as well as learn the components of characters. Students will also work in small groups to do inquiry-based projects, such as exploring the cultural influence behind the “lunar calendar”.

Hong Ma (Mandarin Teacher)

Performing Arts

The Performing Arts program provides students with valuable opportunities to explore their creativity through exposure to music, dance, drama and media arts. Students learn to build confidence through being risk-takers in their approach to gaining experience in playing a range of instruments.

Dance and dramatic performance experiences.

Throughout the year students will be exposed to the history of music and study different musical genres. At various times throughout the year class tasks will be aligned with the PYP Unit of Inquiry studied in the classrooms. We plan to make authentic links to enhance the learning of our students across concepts, learning domains and from a different perspective.

Student agency plays a role in curriculum design for Performing Arts where the projects students undertake will be guided by student suggestion. Students will also have a media component of the Performing Arts program involving: writing and filming short scripts and use music making software where appropriate.

Students will include a focus on instruments across their years at Primary School, such as: Foundation Percussion instruments Year 1 Percussion instruments Year 2 Percussion and recorder

Year 3 Percussion, glockenspiel and the ukulele Year 4 Ukulele, djembes and glockenspiel Year 5 & 6 Guitar, djembes and percussion.

Band and choir

Students in Grade 5 and 6 have the opportunity to join the band on a Friday after lunch and students in Year 4 to 6 are invited to sing in choir on a Friday at lunchtime. Both groups prepare music for various performances which may also be held in our local community. The band plays the national anthem at assembly every Friday, while the choir sings.

Instrumental music lessons.

Any student who is interested in learning an instrument may take a brochure from the front office. We currently have instrumental teachers covering: violin, viola, drums, piano, keyboard, trumpet, trombone, saxophone as well as singing lessons.

Year 5 and 6 musical (biannual)

At Aspendale Primary School we hold a musical performance for Year 5 and 6 students every two years. Student input will be considered the year prior to a musical, as we decide on the next performance.

Natalie Tideman (Mon-Wed) and Stela Matthews (Wed-Fri)

Performing Arts teachers

Visual Arts

The Art program engages students creatively where students experience printmaking, drawing, painting, ceramics, construction and mixed media collage. Senior students also enjoy the technology component of art where they experiment with manipulating images using digital technology. The use of art vocabulary is encouraged throughout the year.

The Art program and the PYP:

Artworks throughout the year are often aligned with the PYP Unit of Inquiry studied in their classrooms. The art task will link closely with the concepts and ideas taught in the classroom.

Student artwork:

Students experiment with materials, planning their work, and designing and creating their own works of art in their sketchbook. Techniques will be modelled during each lesson; students will experiment with these and develop their own. Art work will be displayed in the Art room and the school where students can gain pride in their work.

Art Smocks:

Please ensure your child has a clearly labelled waterproof art smock.

Regular Art practice such as cutting, drawing, manipulating play dough, threading, weaving, 3D building is encouraged to develop both the fine motor control of their hands and their Visual-Spatial ability. Practise at home is encouraged!

Art Folios:

Every student has a brown folio to store their finished artwork in the Art room.

This is taken home at the end of each semester. Parents are welcome to pop in anytime, before or after school, to take a look at their child's work.

Artists and designers through history:

Throughout the year students will be exposed to the work of artists, designers and architects. They will gain understanding of what caused

changes in art movements throughout history. Through discussion they will develop an art vocabulary where they learn to reflect and critique artwork, utilising the elements and principles of art.

Media in Art:

Students will have a media component of the Art program at some point in the year. Students will be required to bring their devices to the Art room and be looked after and kept safe while they are being used. Students may draw using apps and take photographs which they can manipulate. Our senior students like to bring their devices to Art to look up images as sources of inspiration to use in lessons. We have one iPad in the Art room for students to use if they need it.

Year 6 Legacy Art Project:

Toward the middle of Term 3, Year 6 students start planning their legacy Art Project. This usually takes a term to complete and each student takes an active role. They feel a sense of pride as their work is on display for future years.

Natalie Tideman and Jude Hale

Visual Art teachers

Physical Education

Interschool Sport In Years 5&6

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Friday Competition

- Each week students will be rotated in and out of teams so all students get a chance to participate at some stage.
- Not all students will participate in Inter-School Sport every Friday.
- Students not participating in Inter-school sport will be involved in skill and games practice at school.
- This allows students to continue to improve their skills and game knowledge in their chosen sport.
- Students are able to wear the Interschool Sports top & blue shorts on Friday. They can be purchased from the uniform shop

Summer Sports (Term 1)

- Basketball
- T20 Blast Cricket
- Volleyball
- Walla Rugby
- * Lawn Bowls

Winter Sports (Term 2 & 3)

- T-ball
- Soccer
- Netball
- Football

We encourage parents to become involved by taking on the role of umpiring, team manager, coaching or supporting our students.

Physical Education in Year 5&6

Units Covered over 2 Years

- Fitness / Health Related Physical Activity
- Team Work / Initiative / Cooperation
- Lawn Bowls
- Softball/Teeball
- Cricket
- Netball
- Hockey
- Football Codes (Soccer, AFL, Rugby)
- Athletics
- Handball
- Basketball
- Tennis
- Volleyball
- SEPEP (Sport Education and Physical Education Program)

Skills covered over 2 Years

- Refine basic and complex motor skills and apply these skills in increasingly challenging games.
- Regularly participate in moderate to vigorous physical activity and monitor exercise intensity (heart rates).
- Look at health-related fitness and how to improve it.
- Work independently and with peers to improve game performance.
- Evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development.
- Students describe and analyse the various roles required in competitive sports.
- They work in a group to create a game, and establish rules and procedures for its safe conduct.

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Communication

The role of the Parent

Good parent-teacher communication is vital to your child's education. A cohesive partnership between home and school will assist your child in developing a positive mindset towards school and learning.

The following set of guidelines is based on the understanding that whenever a question, issue or problem arises, parents have the right and responsibility to contact the school.

Lines of Communication

1. Classroom/Specialist teacher: appointments can be arranged in person, phone or via email.
2. Team Learning Leader: concerns that cannot be resolved through a conference with the teacher, or question/issues relating to the whole year level.
3. Principal/Assistant Principal: concerns that have not been resolved or questions of a more general nature concerning the operation of the school and its programs.

Team Learning Leaders:	
Foundation	Mr Jack Powell
Year 1	Miss Laura Pearce
Year 2	Miss Sarah Burn
Year 3	Mrs Shey O'Brien
Year 4	Mr Steve Gammon
Year 5	Mr Corey Grindley

Year 6	Mrs Mel McGregor
Specialist	Ms Natalie Tideman
Principal	Ms Coby Larrieu
Assistant Principal	Mr Tom Pearce
Assistant Principal/PYP	Mrs Helenor Register

Modes of Communication:

Newsletter:

We publish a weekly Tjuringa (newsletter) which is emailed to all families and is also available via our website. This keeps everyone up to date with the latest happenings in the school and the broader educational context.

Emails:

Email communication is used for:

- teachers to send year level information email to parents
- parents to make appointments or notifying teachers of a student absence

Please note that concerns are to be addressed via the 'lines of communication' (face-face/via phone call) not via email.

Emails from parents will be responded to within 48 hours, Monday to Friday between 8am and 5:30pm. If an email is received over the weekend, a response will be sent on the following Monday by 5:30pm.

Flexibuzz:

We use Flexibuzz as our School App. Please remember to subscribe to your child's year level. Flexibuzz is used for sending notifications and reminders.

'Aspendale Primary School- Official' Facebook page:

Our Facebook page is used to keep you informed and highlight some of the activities and events going on in our school.

Sentral:

Sentral is used to publish school reports and to schedule interviews and Student-Led Conferences. You can access the parent Portal in Sentral via <https://sentral.aspendale.vic.edu.au/portal/login>

Qkr:

The Qkr App is used for all school payments (Canteen, fee, extra curricula activities) and excursion permission forms.

