Introduction

Dear Parents and Caregivers,

Welcome back! The new school year is under way and we are busy finding a routine to our school life and building a classroom culture that enables a positive learning environment for all. Our key focus for the beginning of the year is developing strong student to teacher and student to student relationships through our Social Skills and Joy program to encourage students to make positive choices and decisions about their life and learning.

Thank you to all of the parents who have come in and introduced themselves to me and spent time labelling and covering stationary. I look forward to meeting the rest of you at our Acquaintance evening in week 2 where we can share information about our class.

Expectations

The Walker Learning Approach (W.L.A)

The WLA is underpinned by intentional teaching, using children’s interests (not for the interest alone, but as a catalyst for engagement, motivation and skill instruction) and respect of a child’s culture and context. These are used as a springboard to facilitate further understandings and skill development in all areas of learning including literacy, numeracy, language, cognition, social, psychological and emotional development.

The WLA in Years 3 to 8:

• Uses a project-based approach for key discipline subject areas such as Science, History, Health, which match directly to the Australian Curriculum.
• Creates the learning environment intentionally to de-institutionalise the learning area, provide opportunities for the children to work individually, in small groups and whole groups, and values and respects the child, their needs, culture and context.
• Uses authentic integrated curriculum model where all subject areas are contextualised and incorporated into the Inquiry unit
• Promotes independent learning, responsibility, self and peer reflection, knowledge and skills through the use of the Communication Board, the Education Research Project, Clinic Groups, Student Lead Conferences, Class Meetings and Expos.
• Ensures specific literacy and numeracy instruction times are retained.

Students are expected to follow our school values and the negotiated agreements that we have developed as a class.

They are:

• Care for others to create a positive learning environment.
• Be self-regulated learners to enjoy learning without distraction.
• To be challenged and achieve by changing our mindset about learning.
• Use 21st century learning skills to grow.
• To be able to voice ideas and opinions in a safe environment.
• To have a positive learning environment and feel good about our learning.
• To feel emotionally and physically safe within the class, school and community by making positive choices.

Positive rewards are: Students participate in their earned Resource Time. A Resource Time sheet has been sent home explaining how students earn their Resource Time and how it is used to help students make positive choices. Students also earn GEE BANK dollars for our end of year auction in term 4. Gee Bank dollars are earned for following our school values. Gee Bank dollars are banked every week and as part of our maths lesson students keep an account of how much money they have banked. Hopefully students become successful learners in developing skills and knowledge that will benefit their future.

The following process is used in our school to enable students to be successful when not following our school and class rules.
1. Reminder of the rule broken
2. Class time out – remove from class activity / parents notified
3. Buddy Class – Buddy Class slip filled out and sent home / parents notified
4. Office Time Out – Counselling from Admin staff / parents notified

Student reaching step 3 will be asked to complete a Restorative Buddy Class form. Students need to reflect on the choices they have made for themselves and others. This form will need to be signed and returned back to me the next day.

Behaviour infringements in the yard or in any specialist lessons will be informed back to me and notifications sent home to inform you.

Routines

The diary is used to record homework, daily mental results, weekly spelling test results and weekly sight words. The diary is an important communication tool and should be used by the children to check what their homework is and practise their spelling words. The diary needs to be checked regularly by parents and signed on the weekend ready for the next week.

The blue wallet folder comes home every day and includes homework, reading log, school notes and novels for reading. This year I am also sending home a spelling reference list of commonly used spelling words for Year 5 students. These are some of the most frequently used words that have been collated from over 4,000 writing samples of students in Australian schools. We will be using these words also as part of our weekly spelling words.

Homework

Students need to begin their ‘Morning Routines’ upon entering the classroom. They will need to be responsible in looking at the class timetable for the day and getting their appropriate books organised for the day.

The students get spelling words every Monday that they record in their school diary. They can either learn these words during the week, or on Thursday night ready for their spelling test on Friday. The students will have a maths sheet to complete every Monday night that will reinforce work covered in class. Maths homework needs to be completed and returned to school on Tuesday morning. I would like students to complete 20 minutes of reading homework on Tuesday and Wednesday nights. Please sign their reading log every night they read so I know that they have completed their reading homework.

Occasionally students might also be asked to complete some class work if it has not been completed in the set lesson time. I encourage your support in this area so that they can keep up to date with their work requirements.
Curriculum Areas

Learning Groups
In order to differentiate curriculum and target specific learning, data from 2016 results has been analysed. Students will have the ability to work on differentiated work to cater for their specific needs. Group composition is viewed as having a fluid structure with students able to move between groups depending on their performance. Literacy and Maths will occur over 4 blocks each week. Students will also have the opportunity to develop these skills through S.T.E.M and cross curriculum activities. As the Primary Years team we work closely to plan and assess a more targeted learning program in Literacy and Maths. This year we will be assisted by Teresa Marshal, Maria Harrington and Lois Burrows to reduce group size and create more intensive learning support.

English (The Australian Curriculum) is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

The strands are:
Language: knowing about the English language
Literature: understanding, appreciating, responding to, analysing and creating literature
Literacy: expanding the repertoire of English usage

The curriculum will be covered through;
Spelling
Set spelling words and activities which reinforce spelling rules and phonetic sounds
Some list words and personal words from students writing which are to be learnt at home and tested each Friday at school

Written Language
Grammar activities are taught weekly.
Activities on sentence structure, good editing procedures and paragraphing.
Plan, draft and proofreading, editing and publishing text. This term we will be focusing on Persuasive and Recount writing.

Reading and Viewing
Comprehension skills are taught weekly with a focus this term on understanding text, reading for interest, Guided reading, research skills and oral reading activities.

Speaking and Listening
Speaking clearly and confidently when contributing to structured planned task as well as informal task such as Circle Time on a weekly basis.

Maths (The Australian Curriculum)
Teaching students mathematical skills, but also teaching students how to do investigations through maths. This will include the following steps. Introduce the topic, find out what students know and understand, teach and apply questions through hands on activities that assess higher-order thinking skills and assess students' knowledge through a variety of assessment tools.

Activities for maths will come from 3 Content Strands and 4 Proficiency Strands they are;
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Understanding
- Fluency
- Problem solving
- Reasoning are the Proficiency Strands

Number facts and mental practice are part of our daily program in class.
All students need to continue practicing their Times Tables and number facts at home. Focus areas for this term will be, reads, writes, places and records whole numbers. Describe and uses operations (addition, subtraction, multiplication and division) with four digit numbers with and without exchanging. Uses a variety of strategies to solve word problems. Reads, writes, records and uses decimals to three places. Memorise and records number facts accurately and quickly. Describes and uses interval counting with 3 or more digit numbers.

Humanities and Social Sciences
The Australian Curriculum: Humanities and Social Sciences is organised into three interrelated strands: Inquiry and Skills Historical Knowledge and Understanding and Geographical Knowledge and Understanding.

EDUCATIONAL RESEARCH PROJECT / INQUIRY
Our Inquiry question for this term is: What are adaptations?  
• How do animals adapt to the Australian environment?  
• What happens when species are introduced?  
• What happens when developments spread?  
• What could happen for native species to survive?  
The Big Ideas are: Recognising questions that can be investigated scientifically and investigating them. Students investigate how animals adapt their behaviour and structure to suit their Australian environment. Students develop an understanding of: Behavioural adaptations in animals  
Current events (e.g. ANZAC Day) will be of natural interest to Students as they show greater curiosity in the world around them. Multicultural festivals will be acknowledged from time to time.

Science
Science strands for Primary Years students are Biological sciences, Chemical sciences, Earth and space sciences, and Physical sciences. These topics will be covered in our cross curriculum units of work.

Technology
Activities are centred on the design, make, appraise process through different curriculum areas. Students will design make and appraise work according to their unit of research.

Health
At Kidman Park Primary School we believe it is imperative that all children are explicitly taught “Social Skills” to help them make positive choices for their future Wellbeing.

Our Social Skills program has been developed with a focus around our school values of Respect, Responsible, Achieve and Care. Each value is then divided up further into sub-headings, explaining, teaching and demonstrating each of the values in greater detail. Throughout the year all students are taught The Child Protection curriculum which is a requirement by D.E.C.D This curriculum covers the following topics; The right to be safe Relationships Recognising and reporting abuse Protective Strategies  
Throughout the year we continue to focus on our school values by using a range of different programs that reinforce our values and beliefs. Primary year students also use the Optimistic Kidz program to develop optimism and resiliency skills. Daily class fitness with a 12 minute run on Fridays
## JOY PROJECT
Skills in the PEARL room this term

**Gratitude:** One of the easiest ways we can add joy to our lives is by practising gratitude. Gratitude is when you feel thankful for some positive aspect in life, whether it is a person, an object or an experience. **Kindness:** When someone performs an act of kindness towards others, it has a powerful ripple effect, because both the person who received the kindness and the person who performed the act benefit from it. Learning to be givers shapes children’s values and provides greater opportunities to develop kindness as a virtue, which improves their lives whilst also reducing violence and bullying. **Love:** Love is more than an emotion or an intangible connection; it is indeed a truly tangible action. If everyone treated others with love, it would guarantee to make the world a nicer place. **Forgiveness:** Teaching students to forgive is an essential life skill that will make navigating childhood into adolescence and even further into adulthood easier. Holding onto anger and resentment is a sure recipe for anxiety and stress for both children and adults. The earlier that forgiveness can be taught and reinforced, the earlier we can prevent our children from taking on the victim role, and in turn helping to prevent anxiety. **Compassion:** Compassion radiates from the heart along with love, kindness, caring, forgiveness and acceptance. The essence of compassion is connection and communication. Students will be focusing on connections particularly where they are kind and empathetic. Compassionate kids truly make a difference in this world.

Regards: Desy Pantelos.

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## JAPANESE
Okaerinasai – Welcome back! It’s exciting to see all the students back at school and ready for a great year of learning. Here is what will be happening in the Nihongo Room in term 1.

We will start the year learning about Oshōgatsu – Japanese New Year – the traditions, customs, symbols, holidays and Zodiac. This is alongside focussing on the skills of being a successful language learner, initiating some aspects of the Joy Project and looking at our four school values and classroom expectations.

Our theme for the term, “Being Japanese,” links beautifully with our school’s Cross Curriculum Big Question “Can all Living Things Flourish?” as we explore the lives, experiences, values and relationships of Japanese children living in Japan.

**Year 5-7**

Students will interact with others to describe aspects of their daily lives and compare their routines with those of Japanese children of a similar age. They will develop skills in expressing preferences and showing interest in and respect for others. They will be able to collaborate with their peers to plan and conduct shared activities such as presenting a school performance. Students will gather, classify and compare information from a range of sources related to concepts from other learning areas (e.g. science) and create/present/perform texts for a variety of purposes and audiences. We will also work on recognising some single and whole word katakana whilst continuing to develop the ability to read/write hiragana and kanji.

Belinda Brenen
PERFORMING ARTS
In Performing Arts, students will connect the traditions and practices of Aboriginal and Torres Strait Islanders and modern elements of the arts to relay dreamtime stories through movement and song.
Storytelling in Indigenous Australia was a means to pass on culture and identify from generation to generation. Students will be using Dreamtime stories as a stimulus to inspire dramatic and contemporary dance works that uphold the integrity of the culture.
Tiffany Welden

PE NIT TERM1 2017
I offer 45 minute sessions once a week with most of our F - 5 classes this year, often in 3 week blocks to reinforce individual sport skills. I also work with class teachers, combining our PE programs to practise these skills. And I always encourage children to enjoy some ‘ PE homework ’ with family. Can you help?
My PE focus for early years (F-2) is fundamental movement skills, exploring locomotion (throwing, catching, running, skipping etc.). For primary years (3-5) it is games and sport. My focus for the first assessment will be ' throwing and catching' for each F-5 student using a variety of equipment, targets and games to suit all ability levels.
My second block will be the 'HotShots' Tennis Program, Tennis Australia's official development program for primary aged children: using tailored equipment, including smaller courts, racquets and low compression balls ensuring children are introduced to tennis suited to their age and skill level.
My third focus will be cricket skills for our F-2s, using the excellent 'Milo in2 Cricket' resource and dovetailing with in - school clinics run by SACA. Our primary and middle years will work on advanced cricket skills and games, boosted by the free SACA clinics.
All sessions begin with a warm up e.g. red rover, rabbits hares 'n' foxes, passport, do you dare? , relays etc. During hot weather, indoor activities will include indoor or scooter hockey, twin towers, gaga ball and dodge ball.
We have won a further ‘Sporting Schools' government grant of $2500 for term 1 this year to employ coaches for F -7 skill clinics: to kick off we'll employ Volleyball SA. I continue to explore free clinics offered by our local community sporting bodies e.g. Basketball SA, book them up, and incorporate them into our PE program.
I’m looking forward to a fun, active term.
Terry Ahern
KPPS Sport Teacher

Useful Web Addresses
www.mathletics.com.au
www.prc.sa.edu.au
www.decd.sa.gov.au

Extra Assistance
S.S.O support in Rm12 will be provided by Teresa Marshal and SSOs from The Shed. The majority of support will be with small groups providing literacy and maths development.

Learning Buddies
Buddy Class activities will be with Alex Stojanovic in U6. The students have already met and have already started developing friendships and buddy relationships. We will meet our buddies every second Tuesday to interact with social and academic activities.
Important Dates

- No Hat, No Play from beginning of the school year until May 30th and then from Sept 1st through until the end of the school year.
- Spelling words come home every Monday for “Look Cover Write Check” throughout the week or on Thursday nights ready for our weekly Friday spelling test.
- Tuesday and Wednesday reading homework, reading logs must be signed or a note in the student’s diary provided.
- Revise Times Tables weekly

Thank you
Peter Georgeopoulous
Year 5 teacher