Introducing the Primary Years 2015

Learning in the Primary Years

We acknowledge Primary Years learners’ as individuals coming from a range of linguistic, cultural and social backgrounds. We incorporate their prior knowledge and experiences, needs, interests, concerns, expectations and aspirations into their learning.

We acknowledge that Primary Years learners:

- Have high levels of energy and enjoy physical activity resulting in natural movement and noise in both class and play spaces
- Are experiencing different kinds of friendships
- Are exploring the similarities and differences between being male and female
- Are experimenting with identity and referencing themselves against peers
- Are keen to extend their capabilities and self-expression
- Are able to engage enthusiastically and expand their thinking in ways that are reflective and spontaneous

To meet the needs of this range of learners, our learning program is complex, rigorous and interactive. It involves learners continuously extending, elaborating, reformulating and reflecting upon their frameworks of knowledge and values.

Within this concept of progress in learning, students are active learners who learn at different rates and need multiple challenges. They also need to be supported in developing responsibility for their own learning, and enthusiasm for continuous learning.

The PY Team

Our Primary Years teaching team is based upstairs in the main building and consists of:

- Mike Paluszkievicz (room 7)
- Noeleen Cox (room 8)
- Kym Meredith (room 9)
- Merilyn Knott (room 10)
- Sandra Gibbons/Kerry Arnold (room 11)
- Peter Georgeopoulos (room 12)

The PY team meets regularly to collaboratively develop our units of work, which incorporate 21st C learning skills and SHIP methodologies. We discuss matters of classroom relevance and whole school priorities.

Curriculum

Our teaching and learning program is aligned with the relevant components of the Australian Curriculum and SACSA.

English (Australian Curriculum)

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and Learning programs balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.
Mathematics (Australian Curriculum)

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

[Year 2 level - see Early Years Newsletter]

At year 3 level:

Understanding includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry.

Fluency includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions.

Problem Solving includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns.

Reasoning includes using generalising from number properties and results of calculations, comparing angles, creating and interpreting variations in the results of data collections and data displays.

At year 4 level:

Understanding includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times, and describing properties of symmetrical shapes.

Fluency includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations, and collecting and recording data.

Problem Solving includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations, and using properties of numbers to continue patterns.

Reasoning includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays.

At year 5 level:

Understanding includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry.

Fluency includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles.

Problem Solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans.

Reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets.
Other Curriculum Areas

<table>
<thead>
<tr>
<th><strong>Australian Curriculum</strong></th>
<th><strong>South Australian Curriculum (SACSA)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• History</td>
<td>• The Arts</td>
</tr>
<tr>
<td>• Science</td>
<td>• Design and Technology</td>
</tr>
<tr>
<td>• Geography</td>
<td>• Health and PE</td>
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<td>• LOTE (Japanese)</td>
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21st Century Learning Skills
At KPPS we are working to design new models of learning that better prepare learners for life and work in the 21st Century. This is to develop transferable learning-how-to-learn capabilities in student learners, which are relevant and applicable to our digital, interconnected world and to ever-changing, new and challenging contexts.

The importance of this is recognised in the Australian curriculum:

‘In the Australian Curriculum ‘capability’ encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, both in their learning at school and in their lives outside school.’

The 21st Century Learning skills are:

- Collaboration
- Knowledge Construction
- Self-Regulation
- Real-World Problem-Solving and Innovation
- ICT for Learning
- Skilful Communication

Student Wellbeing in the Primary Years
At Kidman Park Primary School we believe it is imperative that all students 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.
- Our Positive Education Program (PEARLS) strives to enable students to understand the personal challenges of everyday life and develop strategies to flourish.
- All classes participate in weekly Circle Time sessions. Circle Time is a structured framework for group interaction that is intended to support communication skills, personal and social development, resilience and create a supportive class and yard environment.
- The Primary Years classes assemble when required to discuss relevant issues and share learning.
- Throughout the year The Primary Years students are taught The Child Protection curriculum which is a requirement by DECD. This curriculum covers the following topics;
  - The right to be safe
  - Relationships
  - Recognising and reporting abuse
  - Protective Strategies

It is expected that students will incorporate the school values into their learning and behaviour:

- Stop, Look and Listen to the person speaking
- Follow instructions respectfully
- Put their hand up and wait their turn to speak
- Care for their own and others’ safety and property
- Respect others’ learning by working and moving quietly
- Co-operate with others
- Stay on task and do their best
- Take responsibility for their behaviour
- Return to the class promptly after recess, lunch and any activities outside the classroom
Practicalities

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Notification of absence required in the diary, phone call or note</th>
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<tbody>
<tr>
<td>Moving into class</td>
<td>Classes will line up in designated areas to be collected by teachers each morning and after breaks</td>
</tr>
<tr>
<td>Using stairs</td>
<td>Students are required to move quietly in single file and keeping to the left Rm 7, 8 &amp; 9 use western stairs only as a class in the morning and after breaks. Rms 10, 11, 12 use eastern stairs</td>
</tr>
<tr>
<td>Diaries/notes/email</td>
<td>Please use the diaries/notes/email to notify any inability to do daily fitness or PE. Early pick up for doctor, dentist appointments etc, need to be recorded.</td>
</tr>
<tr>
<td>Drink bottles</td>
<td>Water please.</td>
</tr>
<tr>
<td>Healthy Food</td>
<td>A piece of fruit or vegetable or fruit juice as part of recess and lunch.</td>
</tr>
<tr>
<td>Library</td>
<td>Children may borrow before and after school.</td>
</tr>
<tr>
<td>Lunch orders</td>
<td>To be placed in class Canteen Basket each morning.</td>
</tr>
<tr>
<td>Punctuality</td>
<td>Classes open at 8:40 am and children enter building with class teacher. Lessons begin each day at 8.50am and end each afternoon at 3.10pm</td>
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Thinking Skills
All students in the Primary Years will be involved in a wide range of activities that will challenge their thinking. The students will be exposed to a variety of thinking tools which will enable them to:

- Solve problems
- Thinking creatively
- Think critically
- Make decisions
- Generate new ideas
- Analyse information
- Plan for the future

The students will be explicitly taught how to use various thinking skills tools including The Question Matrix, The Thinkers Keys and Graphic Organisers to help them develop their Higher Order Thinking skills.

Assessment and Reporting
Accurate and comprehensive assessment of student performance against state-wide, national and international standards and benchmarks aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

In the Primary Years we use a variety of strategies to assess students’ learning providing multiple sources of information about student achievement. These may include:

- Checklists
- Research tasks
- Cloze
- Multiple choice
- Observation
- Oral assessment/discussion
- Work samples
- Tests
- Peer assessment
- Self-assessment
- State-wide and national testing
- Standardised tests

Timeline
Term 1
Student profile parent questionnaire sent home. Acquaintance Night for parents in week 4.
Term 2
Reports A-E for each subject in each year level
Term 3
Three Way Interviews
Term 4
Reports A-E for each subject in each year level

Primary Years Team