

Grade 5/6 Parent Information 2025



The Patch School
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Welcome to Year 5/6 at The Patch Primary School!

We look forward to working with your children this year and the successes and developments the year brings.

Communication between home and school is essential for a successful year.

We encourage you to keep us informed about celebrations, issues, problems or questions that may arise during the year.

Email is an easy and effective way of keeping in touch. We can also arrange a suitable time to meet to discuss any issues with you.

Thank you for your support.

We look forward to working in partnership with you.

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SECTION ONE

Routines and Administration

Bell Times

8.55 am	First Bell - All students head to classrooms
9.00 am	Beginning of learning session
10.00 am	Snack time (inside)
11.00 am	First Break
11.45 am	Lunch eating time (inside)
12.00 pm	Beginning of learning session
2.00 pm	Second Break
3.30 pm	School day ends

Term Dates

2025 term dates

Term 1: 30 January to 4th April

Term 2: 12 April to 4th July

Term 3: 21 July to 19 September

Term 4: 6 October to 19 December

Punctuality

All students are expected to be in the classroom ready to start the day at 9.00 am. If for some reason they are late arriving at school, parents will need to sign in electronically outside the general office area and take a late arrival pass to the child's teacher. **Please encourage your child to enter the classroom quietly so they do not disturb the learning of others.** 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. **If picking up your child early please sign them out at the office and collect them from their classroom.**

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 2025

Please note that our timetable remains flexible from week to week and incorporates different activities and learning opportunities as they arise. Specialists Times for the grade 5/6 classes are as follows:

Wednesday - PE 5/6 P

Thursday - Art, Performing Arts and STEM - All grade 5/6 classes.

Friday - PE 5/6 K and 5/6 Y.

Class Communication

A School Newsletter that will now incorporate a Wellbeing and Curriculum section will be sent out monthly via email and can also be found on the school website: <http://www.thepatchps.vic.edu.au>

On Sunday evening you will receive a scheduled 'Weekly Reminders' email for the week ahead. This will include a recount of the week, what we will be learning in the week ahead and any reminders or special events that will be occurring.

Email guidelines

Our email addresses are provided at the beginning of this booklet for your convenience. Staff receive many emails daily, before emailing please consider if your email is directed to the correct person and if what you are asking is the responsibility of that person. Eg teachers are happy to hand out birthday invitations but it is not a teacher's responsibility to chase RSVP's etc..

- Teachers will respond to emails between 8-5.30pm Mon- Fri
- Urgent emails to be responded to ASAP
- Other non-urgent emails to be responded to within 3 working days.
- Teachers often don't get time to check emails during the day. If you need to change an arrangement for your child, please call the office.
- Please keep all emails and conversations respectful.

Parent Meetings and reporting

Parent meetings will go for 30 mins at a time suitable to parents and the teacher. This will usually be before or after school. Please understand teacher's cannot have discussions at the door or at the pickup areas about individual students.

Specialists, reports and reasonable adjustments

At The Patch we have over 50% of students requiring additional adjustments to their learning. If you get reports from your child's OT, speech therapist, paediatrician, psychologist etc... **Please forward them to your teacher, Haley and Kim.**

Staff will then use recommendations from these reports, where possible, to assist student learning within a classroom setting. Staff will request a meeting if they need further clarification on any reports submitted.

If you require a teacher to fill in forms for therapists etc... Teachers will require 2 weeks' notice to complete these forms.

While weekly written reports or calls are not viable, please contact your teacher if you have any questions or concerns, alternatively your teacher will contact you if they have any concerns about your child's learning.

Please understand, teachers and ES are educators and do not have the training of therapists or specialists but will do their best to assist your child with their individual needs.

Staff Absences

When teachers or ES have planned time off such as LSL, grades/parents will be notified. If an ES member or teacher calls in sick unexpectedly, we will obviously not expect staff to inform parents that morning as they may be busy with their own needs or that of their family. As with other professions teachers and ES are entitled to sick and LSL days.

SECTION TWO

Berry Street Education Model/ Behaviour Management

Berry Street Educational Model

The Berry Street Education Model underpins everything we do at The Patch Primary School and all staff have been trained to implement this model within their classrooms. It is based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth.

The five domains of the Berry Street Education Model correspond with the child-development capacities that each student must build in order to be 'ready to learn'. We focus first on building their capacity to engage and then nurturing their willingness to engage.

Body

Building students' capacity by increasing physical regulation of the stress response, de-escalation and focus.

Relationship

Nurturing on-task learning through relational classroom management strategies.

Stamina

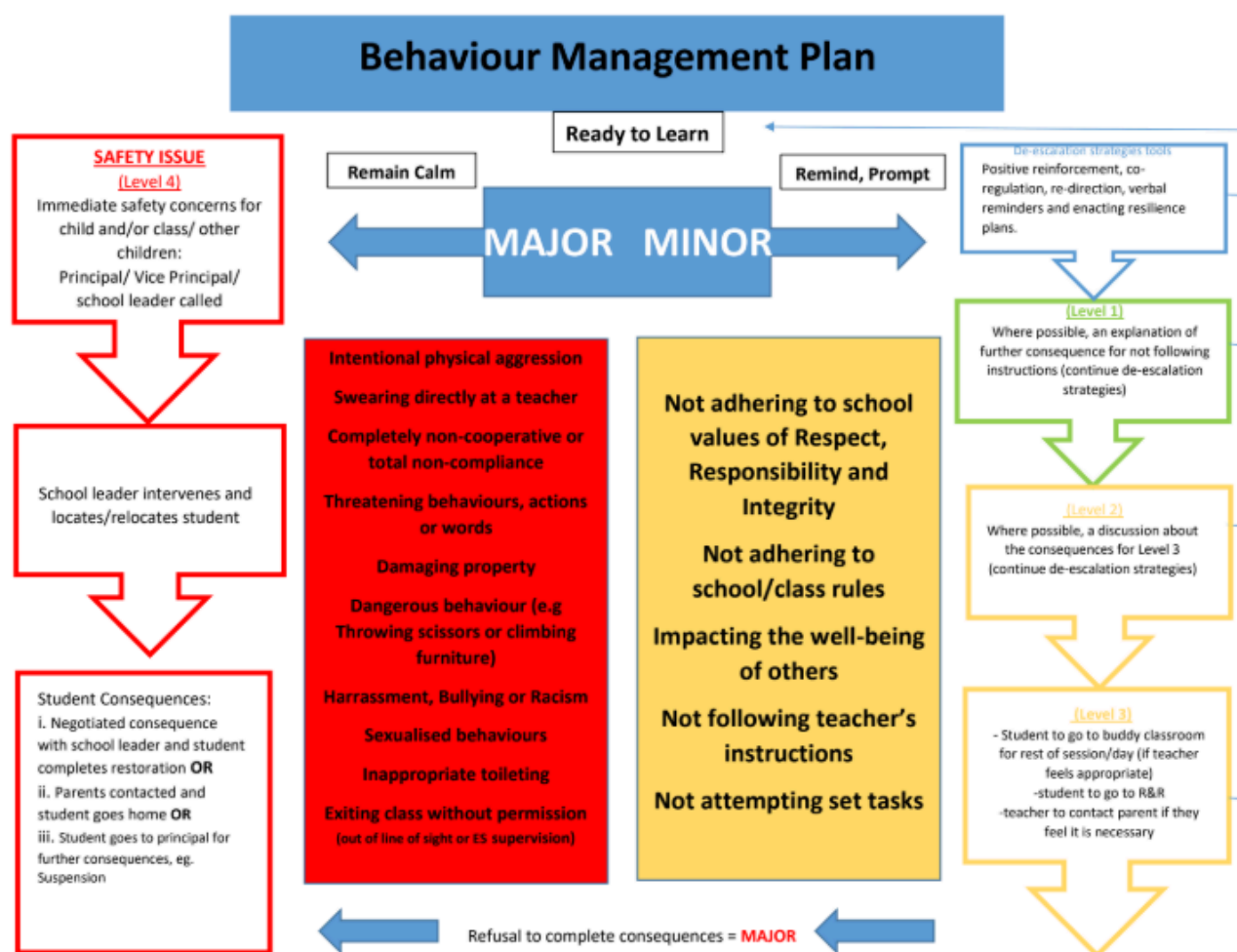
Creating a culture of academic persistence by nurturing resilience, emotional intelligence and a growth mindset.

Engagement

Motivating students with strategies that increase their willingness to learn.

Character

Harnessing values and character strengths approach to instill students' self-knowledge for future pathways.



Berry Street Behaviour Management Model Explained

At The Patch Primary School students from Grade 3-6 will create an Individual 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, impacting the well-being of another student or not following the class/school rules or values.

In the younger years we feel children need more direction with their resilience plans and therefore in Grades 1-2 the resilience plans are whole class plans that are agreed upon at the beginning of the year. This way the students can feel safe to choose an activity they are familiar with from a predetermined shared list.

Prep is a year where we believe that the teacher needs to model co-regulation, and therefore we don't have formal resilience plans. Co-regulation may look like the teacher sitting with the child, modelling calm breathing and talking

through the problem, the aim is to establish what works for that child to self-regulate. Prep children regularly eat, drink and have mini-breaks/brain breaks.

Teachers may not always say, 'you need to enact your resilience plan', often teachers will simply say, 'would you like to go and get a drink' (or choose something off the resilience plan) to redirect the student and help them deescalate and refocus, ready to learn.

The de-escalation strategies (verbal reminders, re-directions, co-regulation, positive reinforcement, resilience plans) are used first and foremost as tools to redirect behaviour. In most cases this is enough to refocus students and no further action is needed. However, to ensure the needs of others in the class are also met our Behaviour Management Plan may need to be implemented and **levels 1-3** given if a student is continuing to interrupt the learning of others, including impacting the well-being of another student or not following the class/school rules or values.

When a teacher has **immediate** safety concerns for the child, the class, other children or themselves a student may receive an **immediate Level 4** and the Principal / Vice Principal / school leader will be called to remove the student from the classroom.

As we do with teaching and learning, teachers will take into consideration each student's individual needs (external factors, home life, illness, additional needs etc..) and will of course make reasonable adjustments for those students as required.

What is R&R (formally Marmook)?

R&R is run during our **second break (2-2.30) in the library**. Staff supervise this space and are available for children who need some support during that time. **The R's in R&R can stand for many things such as respect, responsibility, rejuvenation, restorative, resilience, relationship, recount, repair, remind, reflection, routine, reframe, respite and reset.**

How is R&R used?

R&R is used in a multitude of ways:

- ❖ Students can choose to come into R&R 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 to come. Teachers in R&R 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.
- ❖ 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 (there is a teacher there to help if they need assistance).
- ❖ **Grade 5/6 only** - Students who DO NOT complete their weekly homework they will have to attend R&R for half of second break (15 mins) to complete the assigned homework.

Level 3 (see flow chart)

It is also used as a consequence and restorative space for a student that reaches Level 3, for continued disruptive or unsafe behaviours that interrupts the learning of others in the classroom, this includes impacting the well-being of another student or not following the class/school rules or values. Once a child has reached Level 3 (see Behaviour Management Plan) they will spend time at R&R either on the same day or the following day. Here, they **will not** be met by an 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. We believe that having this discussion once a child has deescalated and away from the classroom and their peers is far more beneficial than in the classroom. *Students that have come to R&R on Level 3, leave at the half time bell so they still have plenty of time to run around and get a drink before going back to class (they are roughly in R&R for 12-15 minutes).*

Teachers will email/call/chat to parents **ONLY** if they feel it is necessary and further action needs to be taken. Any serious issues are also dealt with by Jim and Alesha privately with the family of the child involved.

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](https://victoriancurriculum.vcaa.vic.edu.au) (<https://victoriancurriculum.vcaa.vic.edu.au>) resources and supporting information is available here.

English

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.

Spelling

In Grades 3-6, students at The Patch engage in a comprehensive whole-class spelling program that provides explicit instruction in spelling concepts, rules, and conventions. This program builds on the foundational skills learned in Prep-2, ensuring a seamless progression in students' literacy development. Following a structured sequence, students explore key areas such as word meanings, syllables, sounds, and letter patterns. The curriculum also covers high-frequency words, word families, prefixes, suffixes, and plurals, helping students deepen their understanding of how words work. By building confidence in decoding and spelling, as well as constructing sentences and understanding texts, students develop essential skills that support success across all learning areas. This program ensures that students not only become strong spellers but also more capable readers and writers.

Mathematics

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.

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.

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.

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

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

Humanities

The Patch Primary School teaches the Humanities in a biennial cycle. Through Civics and Citizenship, History and Geography students learn about Australia and its democratic principles as well as the events, processes and environments which have shaped people in Australia and other countries. They develop a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world. Students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity, and the continuing contribution and value of their cultures.

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 "Acknowledgement of 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. Our outdoor environmental program fosters a multidisciplinary approach to Indigenous studies by providing an Indigenous Tree Trail and Wurundjeri words are used throughout the school.

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.

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 to return, browse and borrow new books.

Students are allowed to borrow 3 or 4 books for 2 weeks. Please ensure books are looked after at home, and in transit between home and school.

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.

Due to building works, our Library is currently closed. However once it is back in action Library sessions as mentioned above will recommence.

LOTE - Auslan

'What is Auslan?' (Australian Sign Language). Auslan is a signed language using the hands, with no voice, which is used by the Deaf Community. They learn the Auslan Alphabet, and frequently used signs associated with Colours, Family, School, Farm Animals, and Describing Animals. The students also learnt to sign Numbers in Auslan using their dominant (writing) hand.

The topics taught are the core for future learning in Auslan. Learning is introduced through explicit sign teaching videos, games, stories, and group practice. Learning Auslan involves both expressive (signing) and receptive understanding skills (reading back what others' sign), hence activities were designed to develop these skills. The students are encouraged to participate in lesson related activities and to share their learning and understanding with their peers and teacher.

At this level, the 5/6 students have increased content, whilst extending their previous learning and expanding with new topics. The students combine new signs with known signs (phrases), revising and building their ability to communicate in Auslan. They learn strategies for communicating in Auslan when they don't know the signs – gesture, facial expression, Fingerspelling and mime (Constructed Action). The activities continue to encourage the students to practise in whole groups with teacher guidance, also moving towards small group/partner practise, with increasing confidence and independence.

Auslan is our school's designated second language. Auslan (Australian Sign Language) is the most commonly used sign language of the Australian deaf community.

Our Auslan program is delivered within the classroom on a weekly basis. In 2024 Auslan specific activity books will be provided for each student to support building their knowledge and interpretation of common signs.

Performing Arts

All Year 5 and 6 students attend Performing Arts sessions for one hour each week with our specialist teacher Megan Bishop megan.bishop@education.vic.gov.au . Performing Arts lessons incorporate drama, dance and music activities.

Choir with Leanne and Jess - Students in Years 3-6 have the opportunity to participate in our Senior Choir on Tuesday afternoons during Term 1 and 4. Choir is held during school hours (Tuesday 2.30 - 3.00pm) and there is no cost to be involved.

Year 5/6 Percussion Ensemble with Leanne Barton will be held in term two on Tuesday afternoons - 2.30 -3.00pm. There is no cost involved to take part in the percussion ensemble.

Instrumental Teachers -

We have visiting Instrumental teachers who are available for private or small group lessons for a fee. Please contact the instrumental teachers if you would like more information about lessons.

Hiro Mukai - Violin hiro1656@hotmail.com

Jess Dunn - Ukulele and Singing jessdunn.arts@gmail.com

Madeline Rowe - Piano musicalmother@hotmail.com

Mieke Florisson Piano miekeflorisson@bigpond.com

Eddie Cole - Guitar music@eddiecole.com

Students come out of class for 20 - 30 minutes per week for these lessons.

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. This is achieved through activities which 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.

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 Year 5 and 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.

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

Children will be participating in a 1 hour session of physical education each week. Depending on the activity and the weather – they will use the hall as well as the outside areas.

Further details will be available and communicated to parents via compass or email in relation to upcoming sporting events and excursions.

Term 1: Athletics and Fundamental Motor Skills

Term 2: Fundamental Motor Skills and Sport concepts / Games

Term 3: Fundamental Motor Skills and Sport concepts / Games

Term 4: Swimming and Fundamental Motor Skills

Respectful Relationships

Respectful relationships education is a core component of the Victorian Curriculum through the Health and Physical Education and Personal and Social Capability curriculum areas. Respectful Relationships is a whole-school approach and was created in response to the Royal Commission into Family Violence.

The Patch delivers this program through the Resilience, Rights and Respectful Relationships teaching and learning resources. The program promotes and models, respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

STEM

Science, Technology, Engineering and Mathematics (STEM) education at The Patch Primary School is an exciting undertaking, with students fostering their curiosity, inquisitiveness and questioning as well developing their knowledge and skills.

There is a focus on hands-on learning with real-world applications. Students will spend time working outdoors, exploring and shaping our school environment.

It is important that students have appropriate clothing such as hats and raincoats at school on the day they have STEM in case we are working outdoors. This will allow everyone to be comfortable outdoors, rain or shine.

There is a strong emphasis on group work in the STEM program, with students working together to complete tasks. Working collaboratively helps students develop their social skills including sharing ideas, listening actively, compromising and taking on leadership roles.

STEM education is a fascinating journey, one that students should be excited about! Our STEM teacher is Kim Coveney: kim.coveney@education.vic.gov.au

Visual Arts

Creative learning experiences in the visual arts during schooling provide individuals with necessary skills, understanding 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 Grade 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.

Nature-Based Learning

Experiential learning is not new. Environmental Education has taken place at The Patch PS for many years and has manifested in the creation of the beautiful grounds and wildlife habitats and a profound connection to nature. A new focus, however, is the establishment of nature-based learning. This instructional model integrates learning across disciplines in an outdoor context. It allows for a change of pace and place and promotes opportunities for problem-solving, decision-making, independent and group learning and direct experience. All curriculum areas can benefit from this approach however it is the ability to make connections between head, hand and heart and discover how we are bound together in the community of life that will have a profound impact on how we live and how we interact with the world around us.

Nature-based learning at The Patch shall encompass all disciplines. Students may use nature to inspire artworks, or perform on the outdoor stage. They may visit the fern gully and wetlands to investigate the water cycle or examine erosion and changes in the earth's surface. The variety of loose natural materials are perfect for making patterns, conducting maths operations or classification and the edible gardens teach much about food cycles, the seasons and horticulture. The hands-on experiences are then able to be written or spoken about in a range of ways and contexts. Ethical discussions, problem-solving and debating can produce even richer learning experiences. According to educational researcher Edgar Dale, "people remember only 10 percent of what they have read, 20 percent of what they have discussed, and 90 percent of what they have experienced.

Finally, evidence tells us that spending time in nature can influence a person's happiness because it directly effects the brain and hormone secretion. Our outdoor environments can reduce stress and increase wellbeing and this can have long lasting effects on the structure of the brain and happiness later in life.

SECTION FOUR

Extra-Curricular Activities

Camps

Sovereign Hill - Ballarat, Term 2

21st May - 23rd May

3 days, 2 nights

Approx Cost: \$400 (To be confirmed closer to the date of the camp)

Our Historical Camp to Sovereign Hill will be from **Wednesday 21st May to Friday 23rd May** (3 days, 2 nights). Ballarat is such an integral part of Victoria's architectural, social and economic history and development. Sovereign Hill offers the students the chance to experience living in the past, gold rush, gold fever, immigration, 19th Century Chinese culture and tales of our putrid past. They will also attend two night shows, Blood on the Southern Cross and a Pantomime as well as a daytime mine tour and have time to explore Sovereign Hill. Students will be in small groups and be supervised by adults at all times. Students will stay 2 nights at the Sovereign Hill Comfort Inn (on site) and will participate in 2 full days of activities.

Payment and permission is made via the Qkr app.

Excursions / Incursions

Year 5/6 is 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 be emailing and communicating via Compass all our information/ permission notes.

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

Here is a list of activities and dates so far:

Whole School Athletics Carnival

Date: Term 2

Approx Cost: TBD

District Swimming

Date: Term 1

Approx Cost: \$10

Youth Leaders (Year 6 only)

Date: Term 3

Presentation nights held after school over two evenings, further information on dates will be provided in Term 4.

Approx Cost: \$15.00

Prep Buddy Excursion- Puffing Billy (Year 6 only)

Date: Term 4

Approx Cost: \$35

Grade 6 Graduation –Location TBD (Year 6 only)

Date: Term 4

Approx Cost: \$120

Knox LeisureWorks Excursion

Date: Term 4

Approx Cost: \$30

Surf Life Saving Excursion

Date: Term 4

Approx Cost: TBD

Youth Leadership Program

For several years, Grade 6 students at The Patch have participated in a public speaking course known as Youth Leadership Program. The course consists of seven one and a half hour sessions. 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:

- PAT Reading and Numeracy (ACER testing)
- Essential Assessment - Maths
- SWST (Standardised Single Word Spelling Test)
- Running Records of reading
- 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 databases. Data analysis is used to inform the future teaching of your child.

The NAPLAN tests for Grade 5 will be held in Term 1 between Wednesday 12th March and Monday 24th March.

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.

Information will be sent home to families prior to the test and will include a link to the Department of Education and Training.

SECTION SIX

How to Help Your Child

Homework

Years	Homework...
5 & 6	<ul style="list-style-type: none">• should include daily independent reading and writing reading comments in their diary• practicing of spelling words (once program is established)• maths• will generally range from: 30 to 45 minutes a day• Occasionally homework may include finishing off projects or work not completed in class.

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 Years 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.

Homework is expected to be completed independently by students but supported by parents.

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:

- Sporting / Coaching / Assistance with major sporting events – various sporting opportunities are offered throughout the year for which we need assistance.

If you are available to assist in any way we would love to hear from you via email.

You can also become involved in:

- Wetlands Activities
- School Council Membership
- Garden Team
- Working Bee Involvement
- Production - term 3

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