MOONEE PONDS PRIMARY SCHOOL

COURSE HANDBOOK
2016

Years 5/6

Moonee Ponds Primary School
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Contents

Introduction 3
Starting Times 3
Uniforms 3
Curriculum 4
eConnect Program 5
MPPS Blogs 5
Leadership Program 5
The Better Buddies Framework 6
Expectations - Student Behaviour 7
Home Learning 8
Organisation 9
Transition to Secondary School 9
Sport 10
Camp 10
Do you have questions? 11
Timetable templates (School & Homework Planner) 12
Introduction

This year at Moonee Ponds Primary School there are three classes in the Year 5/6 Unit.

The Staff involved with this area work closely, as a co-operative team. We plan, implement and evaluate programs, and work together to provide a happy, safe and successful learning environment for all students.

The various programs implemented are aimed at providing children with as wide a variety of activities as possible. With all these activities, the main objective is the development and extension of each and every child’s abilities.

Included in this handbook is information relating to various aspects of the curriculum that your child will be participating in this year.

If you have any questions we will be happy to answer them. Please send your queries in writing with your child or contact your class teacher for an appointment.

Lee Pregnell, Jude Ryan and Antony Brock

Starting Times

The first activities of the day start at 9.00am. Students are expected to be lined up outside the classroom door with all necessary books and equipment by this time. Students are able to access lockers from 8.45 am. Grade 5/6 teachers appreciate a note from parents if the student arrives after 9.00am

Uniforms

Students are expected to be in full school uniform each day. This includes black footwear and a broad brim or bucket hat during Sun Smart times. On Sport and PE days students are expected to wear suitable runners. Grade 5/6 teachers appreciate a note from parents written in a student’s diary if the student is unable to meet the school’s uniform requirements.

For further information see the MPPS Uniform Policy which is available online at:
Curriculum

The Grade 5/6 curriculum is comprehensive and covers a broad range of topics. Classroom teachers will place a yearly overview and a copy of the timetable onto their class blogs. The Integrated Studies topics for 2015 are listed below:

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<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tr>
<td>Civic and Citizenship</td>
<td>Chemical Science</td>
<td>Geography, Science</td>
<td>Science as Human</td>
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<td>Leaders of the Pack</td>
<td>Processes of Change</td>
<td>Understanding</td>
<td>Endeavour</td>
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<td>Students examine the</td>
<td>Students develop an</td>
<td>Students explore the</td>
<td>Students develop an</td>
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<td>nature of Australia’s</td>
<td>understanding of the</td>
<td>significant natural</td>
<td>understanding of the</td>
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<td>democracy. They explore the</td>
<td>classification of matter</td>
<td>processes that operate</td>
<td>nature and development (history)</td>
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<td>three levels of</td>
<td>and how it shapes the</td>
<td>across Australia and how</td>
<td>of scientific understandings,</td>
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<td>government and some of the</td>
<td>world around us.</td>
<td>humans are affected and</td>
<td>discoveries and</td>
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<td>key functions of each</td>
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<td>respond to them.</td>
<td>inventions.</td>
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<td>level. They investigate the</td>
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<td>roles and responsibilities of</td>
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<td>investigating world and</td>
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<td>community leaders. They</td>
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<td>develop an awareness of their</td>
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<td>own leadership skills.</td>
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Classroom teachers will place further information regarding integrated units on their classroom blogs throughout the year. Students will be required to complete various projects about these topics each term.

Students will also participate in a variety of Language and Writing activities.

As part of our literacy program, students will work independently and in groups to develop their knowledge and skills with reading and writing. They will complete reciprocal teaching activities and literature circle activities where as a group, they discuss, analyse and reflect upon a shared text.

The conference approach has 3 major characteristics; it is literature based, it is student focussed and it is individualised

Aspects of the conference approach to reading involves listening to others in a group, asking questions, discussing issues, and showing an appreciation of other people’s viewpoints. We hope that by using this approach we will instil in the students a love of reading and that they will develop the skills needed to discuss books in a meaningful way with others.

Our Maths program develops students’ understandings in numeracy, including:

- continuing to developing their understanding of maths concepts and the strategies
- encouraging students to articulate their thinking and working out
- ability to apply their understandings in real life situations
eConnect Program

Technology is an integral part of teaching and learning in the 5/6 Unit.

**eConnect:** The eConnect program sees parents of grade 4, 5 and 6 students purchasing netbooks for their child. These are used in class and at home. They must be charged at home every night. The expectation is that the netbooks will be used for at least 30% of class time and the edustar software utilized. Students must not bring chargers to school. The chargers have not been tagged and tested and must not be plugged in at school.

All students have signed the acceptable use agreement for ICT at Moonee Ponds Primary School – The eConnect booklet and ICT policy are available on the MPPS website at:


MPPS Blogs

Moonee Ponds Primary School has been an early adopter of blogs (online websites) within an educational context. Through the Global2 site the Department of Education and Training (Victoria) provides all Victorian schools with the capability to create secure sites that are managed by the Digital Learning Team at DET.

In 5/6 each classroom teachers maintain a classroom blog that not only provide links and resources but also allows them to communicate to students and parents. All students in 5/6 also have their own blogs which have become digital portfolios that allow students to share and demonstrate the learning occurring within the classroom. Parents are invited to spend time with their child familiarizing themselves with their child’s blog.

Leadership Program

Leadership is a quality that all students at Moonee Ponds Primary School are encouraged and supported to develop. Students from Foundation to Year 6 take on the role of leaders of their own learning. Through the curriculum and extra curricula activities, all students are encouraged to develop the skills necessary to be a leader. This ensures that all students perceive themselves as leaders and have the opportunity and confidence to take on leadership roles.

Student leadership roles challenge individuals to develop a sense of vision and purpose as they take on responsibilities and use decision making skills in order to carry a project through to a successful conclusion. They develop interpersonal and intrapersonal skills including communication, negotiation, team work and reflection. Students are given opportunities to develop the skills of active, reflective listeners who respond effectively as they work with others to determine and achieve collective goals.
Embedded in our extra-curricular program are formalised student leadership roles. Through their actions Moonee Ponds Primary School’s Student Leaders reflect and demonstrate the School’s Values; Respect, Optimism, Care and Collaboration.

The primary leadership roles are School Captains, Senior Grade members on the Student Representative Council (SRC), Green Team Leaders, Coastal Ambassadors and House Captains.

Other roles of responsibility for students include class members of the Student Representative Council (years 1/2 and years 3/4), Foundation (Prep) Buddy Liaison, Music Captains, Art monitors, Library monitors, Science Lab monitors and ICT Lead Users.

Finally, the following roles involve organising one off yearly events: Gala Sports and Winter Sports Captains and Vice Captains, and Tournament of Minds team coordinators

For more information regarding the Student Leadership Program, see the MPES Student Leadership Program; available online at:


Better Buddies Framework

Students from Prep and year six participate in the Alannah and Madeline Foundation’s “Better Buddies Framework”. Due to the large number of Prep enrolments in 2013, some students in year 5 will also be participating in this program.

Buddy systems teach and give children the opportunity to practise the important values of care, inclusion and acceptance, responsibility and friendship. Teaching pro-social values and skills can also contribute to the development of resilience, a protective factor for children if they experience hardship or loss.

The Better Buddies Framework:
- assists with student transition to primary school
- develops positive cross age relationships
- provides opportunities for peer tutoring
- contributes to a positive and caring social culture
- contributes to more positive behaviour by providing positive role models
- develops responsibility
- promotes inclusion

Students in year six participate in training over four sessions to prepare them for the Better Buddies program. Thereafter, buddies meet on a weekly basis for one hour and participate in a range of structured activities designed to meet the programs aims of respect, care and inclusion.

If you have any queries or would like some more information about the Better Buddies program feel free to talk to your child’s class teacher or online at http://www.amf.org.au/betterbuddies/
During the sessions that the Buddy Program is operating, the year 5 students participate in the Year 5 Leadership Program. This involves a range of activities designed to build our students capacity in the areas of communication, collaboration, problem solving and team building.

**Expectations - Student Behaviour**

All of our students have the right to feel safe and secure in our school community. To ensure this right, a whole school code of conduct has been developed involving the concepts of,

- Respect
- Optimism
- Care
- Collaboration

Each class has developed a list of agreed behaviours as a class. They have signed their name to these classroom agreements to show that they understand the expectations and will strive to demonstrate these at school. The agreed rules might include:

- Be responsible for your behaviour and actions so everyone is safe.
- Respect other people’s feelings
- Respect other people’s rights to have their say.
- Make effective use of class and yard times.
- Respect and care for all property and equipment.

In addition to behavioural expectations, students are encouraged to use the following approach to solving problems:

**The Problem Solving Steps**

**Stop**  — there’s a problem

**Think**  — think about what you can do to stop the problem

**Do**  — follow these problem-solving steps. Choose where you need to start.

- Ignore the behaviour. (Unless the situation is dangerous)
- Ask the person to stop; tell them you don’t like it.
- Move away.
- Involve the teacher. (Discussion will take place with all people involved.)
- Negotiate a settlement or decide on consequences

For more information regarding Student Expectations and Student Engagement, see the **MPPS Student Engagement Policy**; available online at:

Home Learning

Students need a quiet place and a set time for homework.

1. **Finding the place:**
   Ideally, the best place to do homework is away from the distractions of other family activities. A table, a chair, some storage for writing materials, reference books etc; good lighting and quiet are the essentials.

2. **Finding the time:**
   Ideally, homework should be part of a regular routine rather than an extra task that has to be fitted into family life.

The school expects that every student will do some work at home.

1. **Personal Reading:**
   It is recommended students should read every evening for at least 30 minutes.

2. **Personal Writing:**
   Students may need to complete short writing tasks that focus on a particular writing skill. Drafting or publishing may also be continued at home. Let your child tell you about procedures for writing. Students will also complete regular online writing tasks through the 100 Word Challenge. We ask all students to show the completed piece of writing to parents or guardians before publishing.

3. **Independent Investigations and Projects:**
   These are based on our integrated curriculum topics and are undertaken regularly. Students know the due dates for completion of work, and are encouraged to use both school and home time for this work.

4. **Maths:**
   It is important that regular revision of tables is undertaken at home. Other tasks maybe placed on HOTmaths to consolidate class work and to review work previously undertaken.

5. **Diaries:**
   Students record information in their diaries. Please encourage them to use them effectively and efficiently. You and your child’s teacher may use them to communicate information about your child and/or their homework.

Homework is important and should be enjoyable. As stated earlier it is expected that children will read each night at home and if there is no set homework they should use this time for revision of tables and spelling words.
Organisation

Your child will have received a classroom timetable and classroom teachers will also be placing a copy onto their class blogs (along with a yearly overview). This is so that you will know what your child is doing each day and any equipment or clothing they may need to bring or wear for a particular subject, eg. Art (smocks), PE (runners, tracksuit / shorts). Students, from September to April, must bring and wear a broad-brim sun hat to be able to participate in out-door activities, this will include all play-times and lunch-times. Student’s can fill in their timetable on the sheet attached.

On this same sheet is a study/homework timetable. We ask that you negotiate with your child the times they will be able to study or complete homework each day.

Make sure that you mark on the timetable meal times, other activities your child may be involved in such as scouts, football, netball, music, TV watching times.

Once you have done this it will be very easy to work out appropriate times for the completion of tasks, daily reading and tables work.

Transition to Secondary School

A transition program assists in the selection process for your children’s secondary education. The year five students and their families have already received a handbook from the Department introducing them to the transition to secondary school education.

During the year the year 6 students will be sent home forms to be completed by their parents. These forms are then returned to school where we will process the secondary schools selection according to Department guidelines. It is important that the students and their families visit several schools to assist them in their selection.

It is vital that the forms are read carefully and given dates are adhered to especially when selection to schools depends on it. It is recommended that students selecting from State Schools make four choices of schools to list on the selection form in order to assure enrolment, hence the recommendation to tour a range of schools.

It is also recommended that year 5 students begin the process by visiting schools to start the conversation – student interests, school curriculum, specific curriculum offered etc.

As the process is underway please contact your child’s classroom teacher if there are any concerns.

You will be given updates as the process progresses in some cases conversations happening with individual families.
Sport

Students in Grades 5 and 6 have the opportunity to represent the school in a variety of sporting events. The team events are Gala Sports (bat tennis, cricket, softball and volleyball) in term 1 and Winter Sports in term 2 (football, netball, soccer and tee-ball). Students will also have the opportunity to represent the school in swimming, athletics and cross country. All of these events will be in appropriate age groups for each child.

ZONE AND REGIONAL SPORT

Some students participating in swimming, athletics and cross country will make it through to the next levels: zone and region. As there are usually only small numbers, parents will need to arrange transport to and from the venue.

SEPEP

During term 3, and the first half of term 4, students participate in the Sport Education in Physical Education Program (SEPEP). This is an approach towards teaching physical education that aims to maximise involvement and deepen understanding of sports by giving students dedicated roles outside of just participation. It seeks to develop leadership and other interpersonal skills valuable to all aspects of life. By organising and participating in a Fuze Ball tournament students work collaboratively to explore, examine, experience and understand team sport.

In term 4 students will have the opportunity to work with the year 4 students who will be entering year 5 in 2017. This allows them to begin to learn about and train for the summer games which they will participate in 2017 in the Gala Sports program.

Camp

Grade 5/6 students have the opportunity this year to participate in a five day camp to Canberra. Students and staff will leave from school on Monday 8th of August and return on Friday 12th of August. Accommodation will be at the Greenhills Conference Centre.

Camps are important for the development of social skills, self-esteem and independence in students. Camps are also an integral part of our curriculum.

The cost of the Camp will depend on the final number of students attending. Many parents have already paid the $100 deposit and note detailing the final cost and payment dates will be sent home before the end of February.

We realise in these complicated financial times some parents may have difficulty with the cost of camp. Please contact the staff to discuss any concerns, as we would like all students to be able to attend.
Do You Have Any Questions?

Grade 5/6 teachers are happy to arrange a time to answer your questions or address your concerns.

Appointments can usually be made by parents for Monday, Thursdays and Fridays after 3.20pm. Tuesday and Wednesday afternoons are unsuitable for arranging parent interviews as Grade 5/6 teachers have staff and team meetings on these days.

Formal parent interviews are held again in term three but if you would like to arrange a meeting before then, speak to your child’s teacher in person, phone them at school or leave a message with the school’s office staff on 9375 2511. You can also write a note in your child’s diary.
### SCHOOL TIMETABLE:

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<th>Day</th>
<th>Period 1</th>
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### STUDY & HOMEWORK PLANNER:

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