

Level 3/4 Information Evening

Term 1, 2023

3E – Caroline Eaves

3BM - Linda Bett (Mon – Fri T1 & 2) (Mon – Wed T 3 & 4)

Adrienne Meer (Thu – Fri T 3 & 4)

4J - Simon Judkins

4WT - Sarah Woods (Mon – Wed) Ilana Tusia (Thu – Fri)

Educational Support Staff

Andy Pullar, Fiona Schwass

Deb Oakey, Jo Hewett

Chrissie Sandford-Ricci

CRPS Instructional Model

<p>Opening 5 minutes</p>	<p>Used to share the learning intention and build the 'need to know' for the lesson. <i>Guiding questions for planning: What will help students connect one day to the next? How will the teacher share specifics of what and why students are learning today?</i></p>	<p>Non-negotiables— Teachers will be familiar with the Victorian Curriculum and the level of students in their class. Planning will be done collaboratively in teams. Teachers will be working with either an individual, a group, or whole class. Resources accessible to students at all times.</p>	 <p>Camelot Rise Primary School TEACHING AND LEARNING MODEL Reading</p> <p>VISION – <i>Our students will leave Camelot Rise Primary with a love of literacy and be equipped with the skills they need to explore and appreciate the world.</i></p> <p>All teachers will model a positive attitude towards reading and use the gradual release teaching model to instill belief that all students can be readers, reinforced in the classroom.</p>
<p>Mini-Lesson 5-10 minutes</p>	<p>Teacher shows students both WHAT and HOW to do the work they will undertake during work time. <i>Guiding question for planning: What do students need from the teacher to work with more depth and more stamina than they would alone?</i></p>	<p>Mini Lesson—Learning Intention and success criteria displayed and referred to throughout the lesson. Explicit teaching of skills and strategies as determined by assessment and/or cohort needs. Co-developed anchor charts and displays to support learning. Exposure to agreed consistent vocabulary. Specific and purposeful use of mentor texts.</p>	
<p>Work Time 20-30 minutes</p>	<p>Students: read, write, and/or talk to work with the content and the learning intention. Teacher: confers with individuals and small groups to learn more about the students and to provide appropriate guidance. <i>Guiding questions for planning: What will students DO? What will they read, write and talk about to make the next steps in their learning? What concrete evidence of progress will they produce?</i></p>	<p>Instructional Strategies—High Impact Teaching Strategies, independent modelling of strategies, turn and talk, guided reading, shared reading, literacy circles, reader's theatre, reciprocal reading, book clubs, reading reflection journals (readers' notebooks), use of digital technology to support learning goals where applicable.</p>	
<p>Debrief 5 minutes</p>	<p>Includes both a share-time and a synthesis of learning. <i>Guiding questions for planning: What did students accomplish? What progress did the students make? What do students need next?</i></p>	<p>Debrief—Opportunity to self-assess against the success criteria and identify direction for future learning. Students articulate their learning and the thinking used. Recognise and celebrate learning. Vary from lesson to lesson e.g. Partner, individual, thinking routines, exit pass etc. Discuss misconceptions observed.</p>	
<p>Assessment and Feedback Ongoing and throughout</p>	<p>Teacher questioning, observation notes, conferencing, goal setting records, anecdotal records, pre and post tests, work samples, checklists, rubrics, standardised assessments, peer and self-assessments, exit strategies etc.</p>	<p>Reviewing/Conferencing—Teacher engages with students in purposeful conversations about student learning, progress towards learning goals and assessing understanding. Students articulate and explain their thinking. Teachers identify areas of need and perform on-the-spot teaching in order to demonstrate a targeted strategy. Teachers observe and record formative assessment. Feedback is timely and specific, and allows students to adjust their thinking so as to work towards meeting their learning goals and criteria for success.</p>	

The Gradual Release Model



What do we believe about learners at Camelot?

Our students learn reading by being immersed in the elements and aspects of literacy. They are provided opportunities to develop and see themselves as readers and viewers, speakers and listeners, and critical thinkers. Our students are expected to be active participants in their learning, taking responsibility for their efforts and able to learn and improve their skills.

We acknowledge that students learn in different ways and our teaching will reflect the different learning approaches, while likewise providing opportunities for them to work with like-minded students in an environment that caters for these needs. Students will be given support that enables them to move from dependency to independence when learning new concepts in reading.

CRPS Instructional Model

The Gradual Release Model

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

Figure 1. The Gradual Release Model

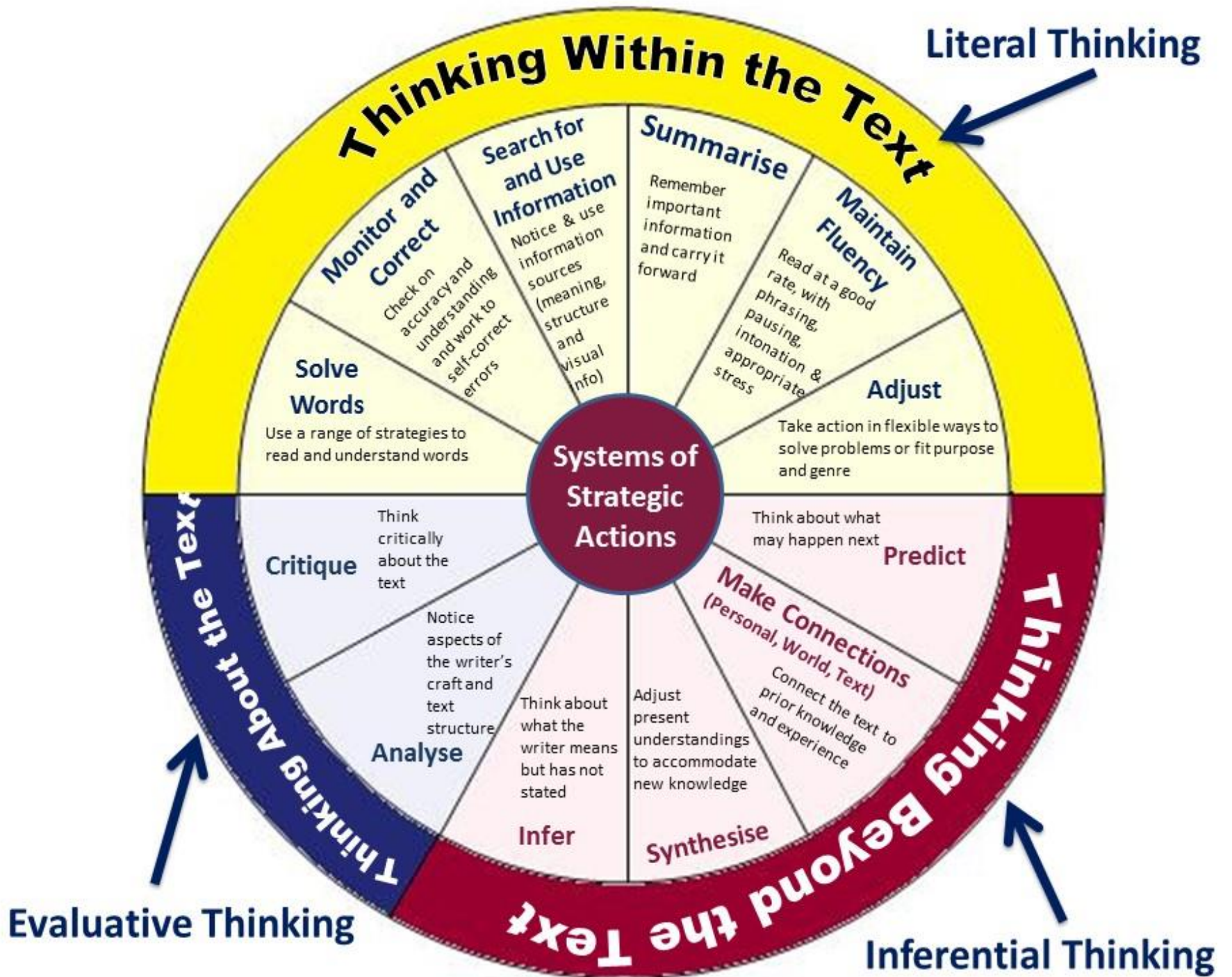
How we teach reading

All lessons follow the CRPS Instructional Model and Gradual Release of Responsibility

- ❖ Developing a love of reading
- ❖ Reading a rich variety of quality literature
- ❖ Independent reading/reading to self
- ❖ Explicit teaching of reading strategies
- ❖ Using a variety of instructional methods:
 - Shared reading
 - Modelled reading
 - Think Aloud
 - Conferencing and individual goal setting
 - Strategy groups and Guided Reading groups



Tracking thinking - Students are also required to track their thinking at different times and are taught a variety of ways in which to do this.



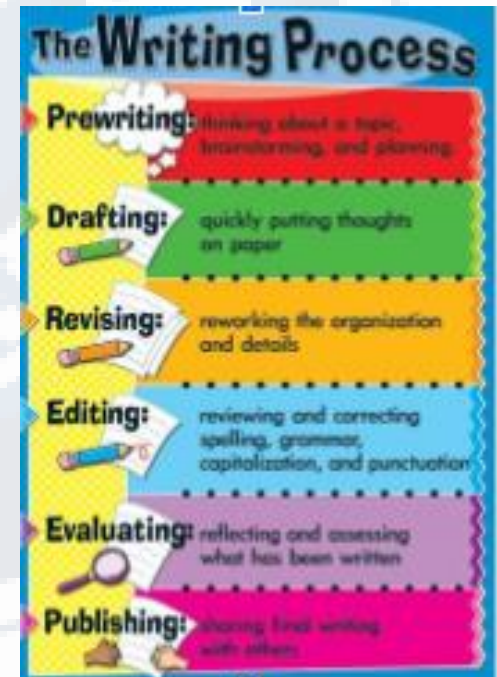
How we teach writing

All lessons follow the CRPS Instructional Model and Gradual Release of Responsibility

- Methods of instruction:
 - Modelled writing
 - Shared writing
 - Conferencing
- Purpose for writing:
 - to entertain
 - to persuade
 - to inform/explain
- Writer's Notebooks
 - Writing seeds and ideas
- The writing process:
 - Pre-writing
 - Drafting
 - Revising
 - Editing
 - (Evaluate)
 - Publishing

Handwriting
Grammar

Spelling



Speaking & Listening

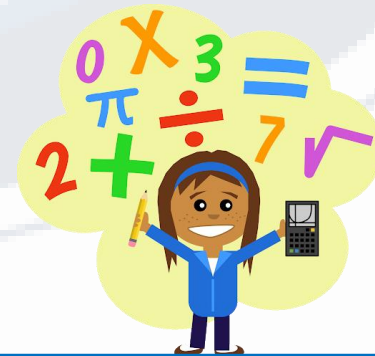
- Classroom and Specialist opportunities:
 - Shared reading
 - Conferencing
 - Whole class/small group discussion
 - Circle time
 - Small group work e.g.. a QUEST group
 - Formal upfront presentations
 - Pair discussion



Mathematics

Across Level 3/4

- Use a consistent lesson structure - instructional model
- Essential Assessments – pre/post testing
- Maths classes change throughout the year depending on each student's point of need across the different areas of mathematics. This means that the concepts being taught match each student's needs and are grouped with other like-minded students
- Students work in a variety of ways - aiming to build upon all 4 areas of mathematical thinking: understanding, fluency, reasoning and problem solving
- Use a variety of hands on materials
- Mathematics



Inquiry

We will cover curriculum areas including:

- History
- Geography
- Civics and Citizenship
- Design and Technologies

These units will often link with literacy such as non-fiction reading and writing.

Involve 1-2 sessions a week.

Students will have the opportunity to work independently, pairs and groups

Previous Science units covered in Inquiry will now be covered in specialist STEM classes

Digital Devices

What DT with devices looks like at Level 3/4:

- Safe computer usage – including Cyber Safety and how to use different types of technology safely
- All computer usage at school is supervised and structured to enhance student learning
- Learning to use a range of devices, including cameras, netbooks and iPads
- Learning how to create, store, save and retrieve files correctly
- Using Microsoft Office programs (e.g. Word, PowerPoint, Publisher and Excel) to present ideas and learning
- Developing research skill with the use of technology
- **A note about phones and watches**

Digital Technologies

What DT looks like at Level 3/4:

- Code.org – blocky code, extending into python where necessary
- Spheros
- Design and technology – engineering and mathematics concepts
- Digital Licence / Cybersafety

Seesaw

This is our student to parent communication portal.

Students share snapshots of their work throughout the year, covering a variety of subjects and classes.

If you aren't already connected to Seesaw, you will get an email shortly asking you to join seesaw. Once you do this, you will be able to see any work your child has added. You will be able to leave a comment for them, if you wish.

Once signed up, you will receive an email whenever something new gets posted.

You can expect 4-5 pieces of work per term.

Homework

- All students will receive a new student journal to keep track of their homework.
- Homework is set/given out on a Monday and returned on Friday.
- The homework expectations for students in Levels 3/4 are:
 - Reading 4 times a week (recorded in journal)
 - Tasks from the journal which will have a wellbeing focus (optional)
 - A maths revision sheet or Mathletics
- The main purpose behind homework is the building of time management skills.



CRPS Whole School Wellbeing Program

- School values – Respect, Resilience, Responsibility
- Wellbeing program focus
 - relationships
 - how to make and keep friends
 - social skills for the playground
 - teamwork
- Circle Time
- Digital Wellbeing (esmart)
- Lunchtime activities & Buddy Bench corner, Wellbeing Captains, Peer Mediators

Attendance is important for your child's learning

Just a little bit late doesn't seem much but.....

He/ She is only missing just....	That equals....	Which is.....	and over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly <u>Half a year</u>
20 minutes per day	1 hour 40 mins per week	Over 2.5 Weeks per year	Nearly <u>1 year</u>
Half an hour per day	Half a day per week	4 Weeks per Year	Nearly <u>1 and a Half years</u>
1 hour per day	1 day per week	8 Weeks per year	Over <u>2 and a Half years</u>

Excursions / Incursions

Level 4 - Bike Ed - Term 4
Excursions/Incursions – throughout each term
Level 3/4 Camp - 2024



Other School-based Activities

- NAPLAN (Level 3) – Begin 15-27th March. Online this year.
- Science Talent Search
- Swimming Trials – Term 1
- Twilight Sports - Term 1
- Cross Country – Term 2
- Athletics – Term 3
- Swimming Lessons – Term 4
- Choir



COMPASS

School Manager

We use Compass as a means of communication between classroom teachers and parents.

If you would like any further information about Compass, see the Office.


Please check Compass regularly for upcoming events and to log absences

School Newsletter - available from school website and notification on Compass.

Welcome to the Camelot Rise Primary School Portal

Use the links listed for each of your children to explore the portal. Please keep your mobile phone number and email address up to date ([Tools > Update My Details](#)). The school will use this to contact you regarding attendance, events, news and more.

- Profile (Attendance, Schedule, Reports)
- Send email to teachers
- Add Attendance Note/Approval (Approved Absence/Late)**
- View Academic Reports
- Book Parent Teacher Interviews



Specialist Programs

- **French** - Rosemary Thom
- **Performing Arts** – Deb Hong
- **Physical Education and Sport** – Cam Stillman
- **STEM** – Lorna Vinar
- **Visual Arts** – Deb Hong

Thank you

Question & Answer time

