



**Level 5&6 Information  
Evening**  
Term 1, 2021

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# Encouraging Independence

- Develop their organisation skills by using a diary.
- In preparation for camp, pack their own bag and be responsible for what items are included in their bag.
- Mobile phones must be checked into the safe at 8:50am and they can be collected at the end of the day.
- Get to school on time at 8.45. **The school grounds are unsupervised before 8:45 am.**



# COMPASS

School Manager

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

**Please check Compass regularly for upcoming events and to log absences.**


The School Newsletter is available from the school website and via the 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)

 Email to  Teachers

 Add Attendance Note/Approval (Approved Absence/Late)

 View Academic Reports

 Book Parent Teacher Interviews



# Senior School Timetable Example

	MON	TUE	WED	THU	FRI
<b>8:50</b>	SODA; Roll				
<b>9:00</b>	Reading 50 min	Reading 50 min	PE 50 min	Reading 50 min	Sport 100 min
<b>9:50</b>	Writing 50 min	Writing 50 min	French 50 min	Writing 50 min	
<b>Recess 10:40</b>					
<b>11:10</b>	Maths 50 mins	Maths 100 min	Class Meeting 50 min	Maths 100 min	Maths 50 min
<b>12:00</b>	Spelling 50 min		Visual Art 50 min		Spelling 50 min
<b>Lunch 12:50</b>					
<b>1:50</b>	Inquiry 50 min	Well-being 50 min	Writing 50 min	STEM 50 min	Reading 50 min
<b>2:40</b>		Inquiry 50 min EAL 50 min	Library 50 min	Performing Arts 50 min	Assembly
<b>3:30</b>	Notices, Chairs Up, Devices Plugged In				

# Instructional Model

**Opening**

**5 minutes**

**Mini-Lesson**

**5-10 minutes**

**Work Time**

**20-30 minutes**

**Debrief**

**5 minutes**

# Reading

## TERM 1

### Key Comprehension Strategies

- Predicting
- Clarifying
- Questioning
- Summarising

Use these core strategies to unpack non-fiction (and fiction)

## TERM 2

### Class Novel

- Analysing text for characters, setting mood, pace and theme
- Word study

## TERM 3

### Book Club

Read and discuss in small groups a common text. Unpack and discuss concepts introduced in Term 2.

## TERM 4

### Author Study

- Picture story books and author's craft

# Writing

- Methods of instruction:
  - Modelled writing
  - Shared writing
  - Conferencing
- “Writing Seeds” and Stimuli
- Writer’s Notebook
- Purpose for writing
  - to entertain
  - to persuade
  - to inform/explain



# 1. Pre-writing

Get your thoughts and ideas together

Where do I find these ideas?



In what ways can I begin pre-writing?



# 2. Drafting

Write your first rough copy

How do I write a draft?



How do I begin pre-writing?

- Once you have your ideas begin writing
- Use the plan you made in pre-writing stage
- Keep writing until YOU feel it is finished

# 5. Publishing

Write the final presentation copy

Where can I publish?



What do I need to remember?



# UNDERSTANDING THE WRITING PROCESS



# 3. Revising

Look for ways to improve your writing

In what ways can I revise?



How do I revise?



# 4. Editing

Check for spelling and grammatical errors

What do I look at?



Who can check it?





# Language Conventions

- Teachers identify spelling and language convention needs through testing
- Instruction:
  - spelling strategy/rules
  - multiple meanings
  - how/when to use the word
  - related words
  - word origins
  - vocabulary building – synonyms, antonyms, etc.
  - grammar and punctuation

# Speaking & Listening

- Classroom and Specialist opportunities:
  - Conferencing
  - Whole class/small group discussion
  - Circle time
  - Small collaborative group work
  - Formal upfront presentations
  - Pair discussion

# Maths

- Maths concepts are taught at the students point of need.
- All students are extended and aligned to up-to-date assessments.
- We used this data to form teaching focus groups
- Students will be taught to multiple strategies. Our aim is for students to apply these strategies to problem solving.



Understanding



Fluency



Problem-Solving



Reasoning

# Example Differentiation

This is a Year 5/6 example

**Learning Focus** – Financial Maths

Group 1 – Simple Discounts (eg. 25% and 50%)

Group 2 – Simple Discounts and Best Buys

Group 3 – Profit and Loss

Group 4 – Simple and Compound Interest

Fluid groups based on individual assessments.

# Inquiry

## Even Year

Term 1 – Civics and Citizenship,  
History

Term 2 – Chemical science

Term 3 – Science as a Human  
Endeavour

Term 4 – Biological Science

## Odd Year

Term 1 – Civics and Citizenship,  
History

Term 2 – Physical science

Term 3 – Earth Science,  
Geography

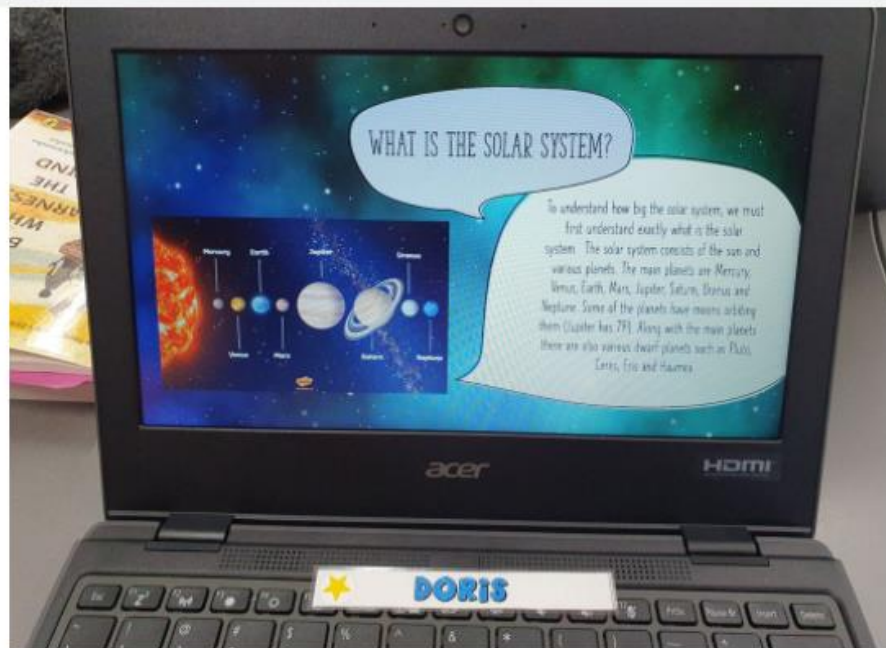
Term 4 –Space Science,  
Geography

# Digital Technologies/STEM

- Using Microsoft Office programs (e.g.. Word, PowerPoint, Publisher and Excel) and collaborating on 56Workspace and SharePoint
- Basic programming/coding
- Safe and responsible computer usage including anti-bullying and what to do when you receive unwanted messages.

# Seesaw

- \*Increased communication between home and school
- \*To provide more authentic examples of student achievement and progress
- \*To develop ICT skills



This is my inquiry project on the space. The main topic was how big is the Solar System. I did some research on the internet and presented my ideas in a PowerPoint Presentation. I explained what the Solar System was and gave the measurements between the planets. I also included an image to further illustrate my point. In the future, I may add more slides with more essential information.

November 18, 2021, 12:55 PM

# Social Media Usage

## Are you on social media?



### Cyberbullying

Using technology to hurt someone else by sending hurtful messages, pictures or comments.

### When are they ready for social media accounts?

Both the physical age of your child and their level of maturity and resilience can affect their ability to have positive experiences on social media.

Each social media site and app has its own criteria for minimum age requirements. Most require users to be at least 13 years of age before they can register, although some sites are created especially for children under 13.

**Is your child able to withstand negative online experiences?**

**Does your child understand the importance of protecting their personal information?**

**Do you know what you should and should not share or say?**



# CRPS Whole School Wellbeing Program

- Buddies, Lunchtime activities, Buddy Bench corner, Wellbeing captains, Student Wellbeing Action Team
- Wellbeing program focus in Year 5 and 6
  - foster strategies for students to feel empowered, and confident to work towards resolving issues themselves.
  - build collaborative teamwork skills
  - prepare for transition to secondary school (6) and becoming the next school leaders (5)

# Homework

The Homework expectations for students in Levels 5 and 6

Homework will be set on Monday and due on Friday. Every Friday morning, diaries will be reviewed in class for each student's completion of the following

- ✓ Reading - 30 mins per week night recorded in Diary
- ✓ Maths - weekly tasks
- ✓ Wellbeing - weekly activities set in Diary (optional)

Name: \_\_\_\_\_

## My Reading Log

Date	Title	Author	Minutes	Parent Signature

A colorful, spiral-bound diary page with a sea-themed border. It contains several sections: "POSITIVE ENGAGEMENT ATTITUDES TO GROW" with a sun icon, "MINDFULNESS ACTIVITY" with a moon icon, "ACTIONS" with a thumbs up icon, "TWO FOR ME" with a person icon, "COLOUR ME!" with a parrot illustration, "STRENGTHS AND VIRTUES" with a star icon, "RESILIENCE BUILDER" with a person icon, and "READERS ARE LEADERS" with a table for daily reading logs. The table has columns for "Day", "Title of Book", "No. of pages", and "Time taken". Below the table are two sections: "HOW DID YOU FEEL THIS WEEK?" with smiley face icons and "WHAT WENT WELL THIS WEEK?" with a space for writing.

# Specialist Programs

- **French** Rosemary Thom
- **Physical Education and Sport** – Cameron Stillman
- **Visual Arts and Performing Arts** Deb Hong

# Camps

## Camps

- Year 6 Otways Camp
- Year 5 Sovereign Hill Camp



**Thank you**

**Question & Answer time**

