

Level 3/4 Information Evening

3CB – Michelle Cohen-Beavis

3HB – Jane Humphries (Mon-Wed) and Kellie Byrne (Thurs & Fri)

4W – Sarah Woods

4Y – Wendy Yoong

Educational Support Staff

Andy Pullar

Chrissie Sandford-Ricci

Fiona Schwass

Jo Hewett

CRPS Instructional Model



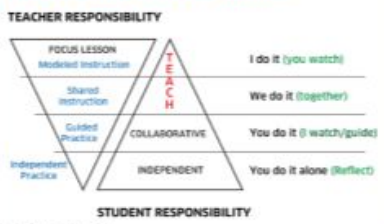
Camelot Rise Primary
School
TEACHING AND
LEARNING MODEL
Reading

VISION – *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.*

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.

Opening 5 minutes	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>	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.
Mini-Lesson 5-10 minutes	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>	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.
Work Time 20-30 minutes	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>	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.
Debrief 5 minutes	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>	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.
Assessment and Feedback Ongoing and throughout	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.	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.

The Gradual Release Model

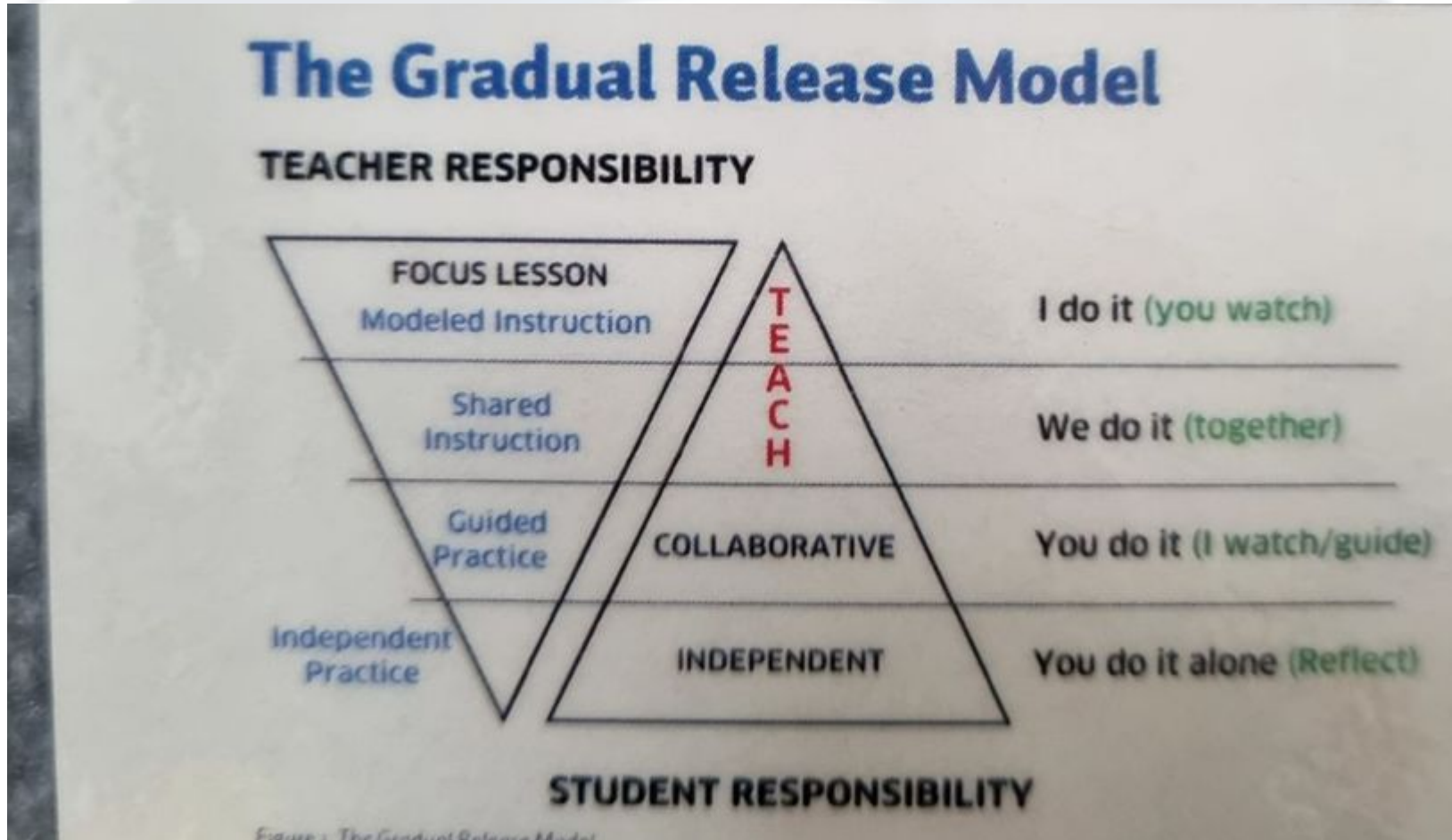


What do we believe about learners at Camelot?

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

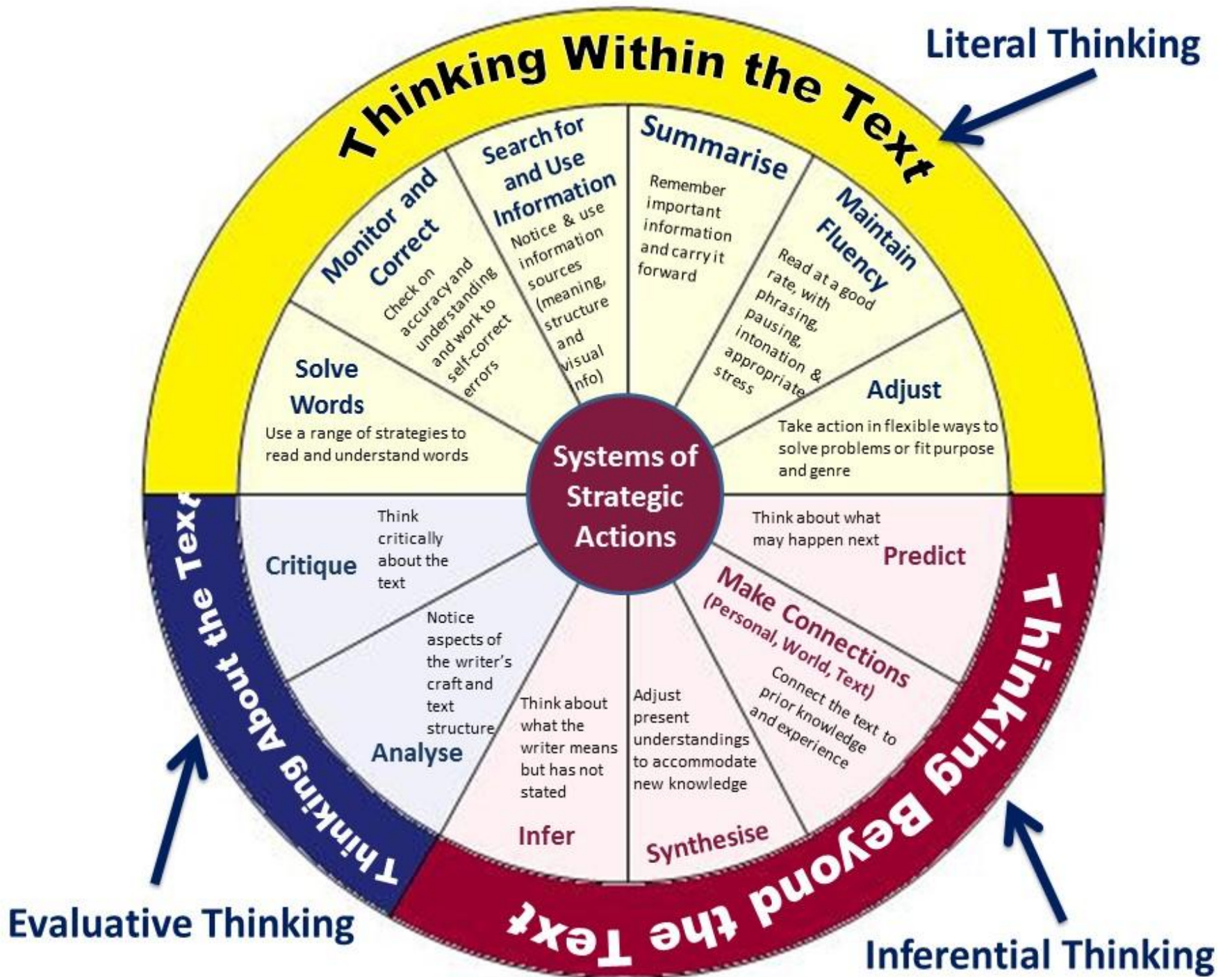


How we teach reading?

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 Typing Spelling Grammar



Speaking & Listening

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

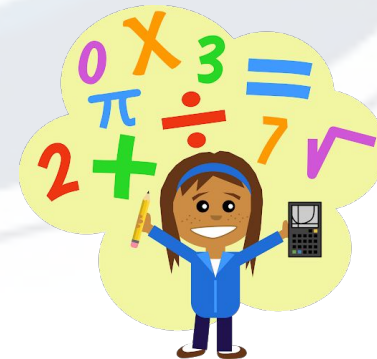


How do we teach maths?

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

Across Level 3/4

- Across Level 3 and 4 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
- Pre and post testing using Essential Assessments
- 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
- Mathletics



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

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

Smart watches and mobile phones

- ALL mobile phones need to be locked in safes in Year 5 and Year 6 portables. Phones are not to be used on school grounds.
- Smart watches SHOULD NOT be used to contact parents or families, access internet or any applications, or take any photos.

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.

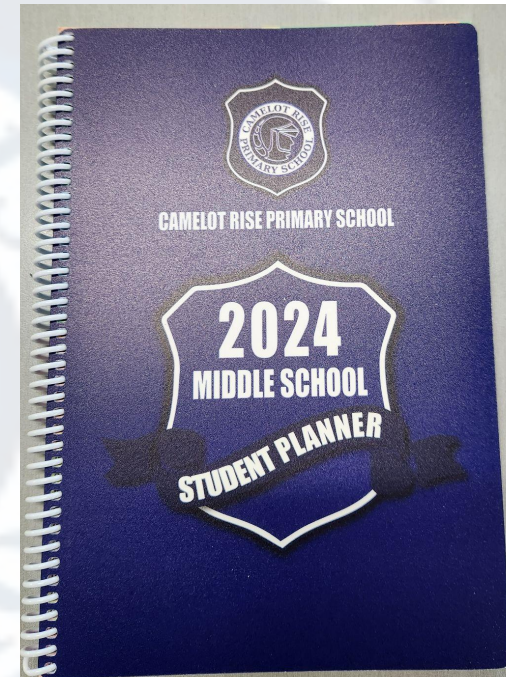
If you aren't already connected to Seesaw, you will get an email shortly asking you to join seesaw. Once you do this, you will be able to see any work your child has added. You will be able to leave a comment for them, if you wish.

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 their diary)
 - 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
 - resilience
- Respectful Relationships
- 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

Term 1 Level 4 - Bike Ed

Term 2 Level 3 and 4 - DT Challenge

Term 3 Level 3 Sleepover

Term 4 Level 4 Camp



WWCC

If you would like to be a parent helper please ensure you have a working with children check and a copy is provided to the Office.

Other School-based Activities

- NAPLAN (Level 3) – Begin Wednesday 13th -Monday 25th March. Online this year except for Writing
- Swimming Trials – Term 1
- Twilight Sports - Term 1
- Cross Country – Term 2
- Athletics – Term 3
- School Production - Term 3
- Swimming Lessons – Term 4

Optional School-based Activities

Chess, Choir, Science Talent Search, ICAS, Premiers Reading Challenge



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.

[Redacted]

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

[Redacted]

Specialist Programs

- **French** - Rosemary Thom (Mon-Thurs)
- **Performing Arts** – Deb Hong
- **PE and Sport** – Cameron Stillman (Tues-Fri)
- **STEM** – Lorna Vinar (Mon, Tues, Wed, Fri)
- **Visual Arts** – Sharyn Newstead (Mon-Thurs)
- **EAL** - Leilani Burgess (Monday, Tuesday & Thursday)
- **Tutor** - Sarah Martin (Monday & Tuesday)

The background features a large, light blue watermark of the Camelot Rise Primary School logo. The logo is a shield-shaped emblem with a white border. Inside the shield, there is a circular emblem containing a stylized tree or plant. The text 'CAMELOT RISE' is arched across the top of the circle, and 'PRIMARY SCHOOL' is arched across the bottom.

Question & Answer Time