

Level 4 Information Handout 2023

At Vermont Primary School we aim to be nut free.
Please ensure that all food coming to school is free of nuts.

Grade 5 Teachers:

Ryan Condrón (Team Leader), Gillian Prentice, Lauren Strachan, Chris Bird

Grade 6 Teachers:

Al Straughan (Team Leader), James Sadler, Cyara Pittas, Kerry McConachy,

Responsibilities

- It is our aim to encourage the students to be responsible for their learning by completing their tasks on time.
- Children should take everything they need into class at the beginning of the day, after recess and after lunch.
- Students are required to be punctual. Students should arrive at school between 8:45 and 8:55AM. If a child arrives after 9AM they are to sign in through the office.
- Children need to learn to deal with problems that may arise from time to time. If you have any issues, please clarify them first with your child's teacher.
- Children also need to be a reliable source of information about school activities. We would like students in Years 5 and 6 to be more responsible in this regard. We are asking parents to please read all correspondence.
- All absences need to be logged on to Sentral. Please do this at home, however if you can't your child's teacher can log an absence into Sentral with notification from you.
- It would be appreciated if all notices could be returned A.S.A.P after being sent home. Usually, payment and permission will be through the QKR app.
- Notices MUST be returned/completed on QKR two days prior to any excursion. Teachers WILL NOT contact parents on the day of an excursion for verbal permission. Children will remain at school where they will be given work to complete.
- Children must eat their food in the allocated eating area if they have not finished eating in class.

Behaviour

- The children have discussed rules and expectations in and out of the classroom. One warning ONLY will be given if students break rules. Following this, depending on the nature of the issue, students may be unable to attend excursions or incursions if they break the rules and parents will be contacted.

Homework

- Homework will be on SeeSaw. Each homework cycle, all tasks will be uploaded as one task on SeeSaw. Students will need to access SeeSaw at home to complete the homework.
- Students have 10 days to complete homework tasks. Each homework cycle begins on a Monday and it is due on the Friday of the following week.
- Students must complete a minimum of 6 home reading sessions totalling 2.5 hours in the homework period, or 15-20 minutes per night. We ask that you sign these each homework period and that the name of the book and the amount of time they read for is included.
- Mathematics tasks set must have a score of 50% or higher or the task will be reassigned for the following fortnight.
- At times, the homework structure may be altered to fit in with the curriculum in the classroom (eg: project research and preparation).
- We understand that some children have a busy schedule outside of school with sporting commitments or extra-curricular activities. This is the purpose for the homework being stretched over 10 days.

- If there are circumstances where your child is unable to complete the homework, for example, extreme illness, please communicate this directly with your child's teacher. Sports training, birthday parties, sleep overs, etc are unacceptable excuses for not completing homework on time.

English

READING (Australian Curriculum refers to this as Reading and Viewing)

- **Lexile Reading**
 - VPS will continue using the Literacy Pro reading program for students who have completed reading levels up to 30. When your child reaches this level, they will be sent home with a letter explaining the program. Students sit an online reading test at school that will provide them with a Lexile reading level. All books in the VPS library have been allocated a Lexile level where possible, supporting students to choose 'good fit' books from the library. It also provides opportunities to monitor their success and motivate them to read more. This book should be read as their reader at home and brought to school to read in class. A Literacy Pro quiz is available for many books read by the students and it is an expectation that students complete the Literacy Pro quiz about the book they have completed.
- **At school the Middle Years Approach and CAFÉ Program is used**
 - Whilst we continue to follow the Middle Years Approach, we have also linked our Literacy Instruction with a program called CAFÉ (Gail Boushey and Joan Moser). This is a program based on current research about developing proficient readers. The acronym represents the four components of successful reading: Comprehension, Accuracy, Fluency and Expanding Vocabulary. Teachers and students work together to set goals and document learning and growth. It is a structured program that aims to build reading stamina, foster independence and develop a love of reading in students.
 - The students will complete activities targeted at their Individual Learning Goals, therefore, not all students complete the same activities during the week.
 - In the Reading and Viewing Time, there will be a Guided Reading Group, a Follow-up Activity (an activity linked to the Guided Reading book being studied) and independent groups focusing on comprehension, phonics and grammar.
 - The purpose of the Guided Reading texts (fiction books, non-fiction books, news articles, etc) is to practise reading strategies taught under the guidance of a teacher as well as focus on deepening their understanding of the text. Whilst students read in ability groups and read texts that are appropriate and suitably challenging to their level of reading, at times they will also be grouped in relation to their individual goal at the time e.g., analysing author's purpose, comparing and contrasting. This assists the students to understand the text at an in-depth level.

WRITING

- At VPS, the teaching of writing is based on a range of research into best practice. The students are participating in writing using resources that include Writer's Notebooks. These serve as a tool for students to gather, keep and develop Ideas. They are used alongside "Mentor Texts" or prompts to engage and support them toward being confident writers. During the year, we study different genres. These include: Narrative, Report, Poetry, Persuasive / Exposition and Recount.
- We are also guided by resources such as the 'Seven Steps' by Jen McVeity. This program focuses on concepts such as sizzling starts, tightening tension and dynamic dialogue.
- The children will have the opportunity to produce their writing through a range of digital technologies. Not every piece of writing is published into a good copy.
- As with Reading, the Writing lesson involves the teacher explicitly teaching and demonstrating a skill or focus, then continuing to model, question and prompt the students with the students moving toward putting their skills into practice and independently completing their tasks. The students reflect on their own learning and share their knowledge and understandings.

- **Digital Technologies and Writing**

- The students have the opportunity to create multimodal texts in class and during the Digital Technology specialist time. These texts look at various modes such as sound and movement.

SPELLING

- **Spelling Mastery**

- Spelling Mastery is a 6 level spelling series designed primarily for students in grades 1 through to 5.
- It is designed to develop students' spelling skills through 3 strategies (interwoven)
- Phonemic
 - For beginners
 - Teaches students predictable spellings for different sounds.
 - Eg. mat, sat, fat
- Morphographic
 - For more advanced spellers
 - The program teaches them to spell meaningful units of words (prefixes, bases, suffixes) and combine them to make multisyllabic words
 - Eg. Prefix – re, dis, un // Base – cover pute // Suffix – ed, able = many combinations of those combine to make over 20 words eg coverable, covered, discover, discoverable, discovered
- Whole-word approach
 - Approach used at all levels to teach common words that cannot be taught with phonemic or morphographic strategies
 - Eg. thought, through
- How it runs
 - Students are assessed and placed into groups based on their current spelling ability. A / B / C / D etc
 - Each group meets for approximately 30 minutes for 4 days a week and there is a Spelling Test every 5th lesson

- **Grade 6 Spelling**

- Year 6 students will participate in Spelling sessions focusing on the etymology of words (the origin of words and how their meaning has changed through history. This will occur three times a week in the classroom.

SPEAKING AND LISTENING

- Throughout the year, students are required to present talks to the class. This is usually a homework requirement.
- There is also a focus during reading – the ability to retell what they have read in sequence, answer a question, explain their point of view, discuss themes, etc.
- There is an increased focus on discussions on current events and the news of the world, using child friendly news sites.
- Speaking and Listening focusses on turn taking, expressing ourselves clearly, following instructions, eye contact, fluency, expression, body language and changing the way we speak depending on who we are speaking to.

Mathematics

There are four Mathematics proficiencies outlined in the Victorian curriculum. These are intertwined through all Mathematics lessons.

- **Understanding.** Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas.
- **Fluency.** Students develop skills in choosing appropriate procedures; carrying out procedures flexibly, accurately, efficiently and appropriately; and recalling factual knowledge and concepts readily.
- **Problem solving.** Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively.
- **Reasoning.** Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.

The Victorian Curriculum Strand for Mathematics in Grade 5 and 6 are:

- **Number and Algebra** – Number and Place Value, Fractions and Decimals, Money and Finance, Patterns and Algebra
- **Measurement and Geometry – Units of Measurement, Shape, Location and Transformation**
- **Statistics and Probability – Chance, Data Representation and Interpretation**

Through research, we know a few fundamental truths about how students learn. The Middle Years Numeracy Program is based around these ideas and as a level we incorporate them into our lessons.

- **All students learn in different ways:** therefore consideration is given to strengths, weaknesses and different learning styles. As such, Maths lessons do not always run as a whole class. Students may be split into different groups where they may work with the teacher, complete hands on or computer tasks, play Maths games and general bookwork.
- **Students learn from and with other students.** We have a focus on partner and group work, where students can share strategies, successes and failures. They see that there are many ways to solve similar problems. Through explaining their strategies, they are consolidating their own understanding.
- **Students learn when they feel good about themselves.** We believe that games and open-ended problems where all students can achieve success regardless of ability are valuable to each student's learning.

Students will be primarily taught in their class groups. In addition to teaching skills, teachers will utilise open ended and problem-based tasks that encourage discussion and multiple methods of completion. They will aim to target a range of abilities and topics through engaging and thought-provoking problems.

Maths Specialists

Vermont Primary School has two staff members, Renata Hannink and Andrew Wastie who are Maths Specialists within the school. They will both be able to assist teachers and students with their Maths program. This could involve them modelling lessons, mentoring teachers, team-teaching, and working with students with particular needs.

Inquiry

- Inquiry includes History, Geography, Economics and Science.
- It is also integrated into other curriculum areas including English and Mathematics where possible.
- Some units will have incursions and excursions.
- The following topics will be explored throughout the year:

	Term 1 <i>Personal and Social Geography?</i>	Term 2 <i>History/Geography /Civics</i>	Term 3 <i>Economics / Media Arts and Health</i>	Term 4 <i>Science / Geography</i>
Year 5	Personal and Social Prepare to Lead / Aspire Geography Passion Project	What was Australia like when the First Fleet Arrived	Earn and Learn Economics	Antarctica
Year 6	Personal and Social Prepare to Lead / Student Voice & Agency / Passion Project	Australia the Federation	Ethical Online Behaviour	Natural Disasters

Science

The Victorian Curriculum focuses on two main areas:

- Science Understanding
 - Science as a Human Endeavour
 - Biological Sciences
 - Chemical Sciences
 - Earth and Space Sciences
 - Physical Sciences
- Science Inquiry Skills
 - Questioning and Predicting
 - Planning and Conducting

- Processing and Analysing data and Information
- Evaluating
- Communicating

The topics covered this year in Years 5 and 6 will be:

Year 5: Mystery Powders (Chemical Science), Earth Sciences - Antarctica (Biology), Space (Space Sciences), Light and Shadows (Physical Sciences).

Year 6: Mould (Chemical Sciences), Electricity, Natural Disasters (Earth Sciences)

NAPLAN

This year NAPLAN testing will be completed online. To ensure the school has enough devices, the NAPLAN online test period is extended to 10 days. Tests will be staggered so all Year 3 and Year 5 classes can complete testing.

Students will complete four tests. The first test will be Writing, which is 40 minutes. Writing will be the only NAPLAN test Year 3 students will not complete online; students will complete this test in a booklet. The following tests are Reading, Conventions of Language and Numeracy which will all be 45 minutes and completed online.

- The Writing genre for 2023 will either be persuasive or narrative.
- Results are expected to arrive sometime in Term 3. There is a vast amount of assessment to process as these tests are administered nation-wide in Years 3, 5, 7 and 9.
- Information will be provided around the testing time, which will answer many, if not all, of your queries.

It is important to note that NAPLAN results, whilst they do indicate standards of knowledge and skills, are a snapshot of how your child performs on a given task on a given day, as opposed to the knowledge your child's teacher will have after six or twelve months of working with them every day. Teacher assessments as presented in June and December reports are based on extended and moderated evaluations of your child's learning, using many different methods over a long period of time.

The following website contains some information for parents about the NAPLAN tests.

<https://www.nap.edu.au/naplan/parent-carer-support>

CAMPS

- Grade 5 students will be attending a 2-night camp at Sovereign Hill from 15th May to the 17th May.
- Grade 6 students will be attending a 4-night camp at Camp Coonawarra from 13th February to the 17th February.
- Year 6s will have the opportunity to attend a 2-night Ski Camp at Mount Buller from 15th to the 17th of August. This non-compulsory camp is first offered to Year 6s, with Year 5s offered places should Year 6s not reach capacity. Students cannot attend Ski Camp if they don't pay for or attend the curriculum camps to Coonawarra or Sovereign Hill.

If you have any queries regarding this information provided in Term One, please submit questions to the Year Level Leaders via email or your child's teacher. Alternatively, you can ask your questions at the upcoming Parent Teacher Interviews. Dates and further details of the Interviews will be provided during the Term. We are looking forward to a terrific year of Teaching and Learning.

Ryan Condrón (Year 5 Leader), Gill Prentice, Lauren Strachan, Chris Bird
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Please read on for information about the Specialist Program delivered to our year 5 and 6 Program at Vermont Primary School.

Level 4 Specialist Information

Physical Education Level 4 – Mr Clinton Walsh

1. Curriculum Overview

Term 1 – Athletics

During Term 1, students will focus predominantly on athletics. They will develop skills and techniques in sprinting, relays, hurdles, discus, shot put and high jump. They will also have the opportunity to participate in basic fitness testing, including the beep test and vertical jump.

Term 2 – Invasion Games

An invasion game has two teams of 5 or more players. The aim of an invasion game is to score more than the opposition, either by propelling a ball through a goal area or target or by running the ball over an end zone. This is done by throwing, striking or kicking the ball.

Examples of invasion games include AFL, basketball, hockey, netball, soccer and touch rugby.

Term 3 – Net / Wall Games

A net / wall game is commonly played with singles or doubles, with the opponents divided by a net (for example, tennis). However, a couple of exceptions exist: volleyball, where there are six players on each team separated by a net. Racquetball or squash, where instead of a net, the ball is struck against a wall to rebound back.

The aim of a net/wall game is to score more than the opposition by striking the ball over a net or into a wall, then getting it to bounce away from the opponent so that the ball cannot be returned. The ball is struck by either the hand (for example, volleyball) or a bat or racquet (for example, table tennis).

Examples of net/wall games include tennis, table tennis, badminton and volleyball.

Term 4 - Striking / fielding games

A striking/fielding game involves a batting team and a fielding team. The aim of the batting team is to score as many runs as possible. The fielding team aims to minimise the runs or get the batting team out in a variety of ways (for example, catching the ball on the full). Each team bats for the same number of innings.

Examples of striking / fielding games include baseball, cricket, rounders and softball.

2. Sport Education - Level 4 Sport

In addition to Physical Education, Level 4 students will also participate in a weekly 60 minute session of Sport Education. Sport Education will focus on the development of sport skills and provide students with an understanding of rules, strategies and tactics of various sports and an appreciation of codes of behaviour. Level 4 Sport will be held every Friday from 2.30pm – 3.30pm.

3. School Sport Victoria Competition Pathway and Progressions

The School Sport Victoria pathway for Vermont Primary School is:

School (Vermont PS) → **District** (Nunawading) → **Division** (Whitehorse) → **Region** (Eastern) → **State** (Victoria)

Progression through the SSV Competition Pathway applies to the House Swimming, Athletics and Cross Country Carnivals and the Level 4 Interschool Winter and Summer Sport program. School teams and individuals must compete at each level of competition to reach the State Championships.

4. Vermont PS House Carnivals 2022

Swimming Trials

This year's Swimming Trials will be held at the Croydon Memorial Outdoor Pool on Thursday 10th February 2022. Students will have the opportunity to compete in the individual 50m freestyle, backstroke, breaststroke and butterfly events.

Athletics

This year's House Athletics Carnival will be held at the Nunawading Athletics Track (Bill Sewart Reserve) on Thursday 31st March 2022. Students will participate in the 100m sprint, 200m sprint, 800m, high jump, long jump, triple jump, shot put and discus events. The 1500m and hurdle events will be conducted at school during Level 4 Friday Sport.

Cross Country

Our House Cross Country Carnival will be held between 11.10am and 1.10pm at Vermont Primary School (Date TBC). Children will run the course of Cantley Lane, Terrara Road, Canterbury Road and Nurlendi Road.

Please refer to the following age group and distance classifications:

8-9 year olds	2000m	10 year olds	2000m	11 & 12/13 year olds	3000m
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5. Nunawading District Interschool Winter and Summer Sport

All Level 4 students will have the opportunity to participate in the Nunawading District Interschool Winter and Summer Sport program. The sports available include AFL, basketball, cricket, netball, rounders, soccer, softball, tennis and volleyball.

6. Bike Education

During Term 4, Level 4 students will participate in a 6 week Bike Education Program. The program will focus on developing cycling ability, increasing cycling confidence and providing practice for real-life road riding. The sessions will be held within the school grounds and on the Vermont Reserve during Level 4 Friday Sport.

7. Bike Hike

As a culmination to the Bike Ed. Program, Level 4 students will participate in a Bike Hike to Bayswater Park in December. The route will mainly follow bike paths and there will be no on-road riding. Teachers and parent volunteers will accompany the children and support vehicles will follow the group. All food for the day will be provided including a BBQ lunch, drinks and snacks. We will leave school at approximately 9.30am and return by 3.00pm.

Level 4 Digital Technologies – Mrs Julie Hall

Students in Years 5 & 6 have a 40 minute dedicated session in the ICT lab each week where every student has access to their own computer and an extensive array of software, hardware and online resources. Digi Tech will be closely linked to the enquiry topic for each term as well as being integrated with the literacy and numeracy program.

Students will learn to explain the functions of digital system (computers, tablets, smart phones etc) components and how they can be connected together to form networks.

Data (text, numbers, images, sounds etc) is acquired, validated, interpreted and managed. Students also learn how it can be transferred between different systems. Digi Tech places a greater emphasis on computational thinking (problem solving) and algorithms (a sequence of steps for carrying out instructions). When designing digital solutions they will consider how users will interact with their products and check and validate that their solutions work. Student use of algorithms becomes more complex by identifying repetition and including repeat instructions. For example making a multiple choice game using the visual programming language *Scratch*. They will progress to working collaboratively and learn to negotiate and plan to complete tasks.

Students in Level 4 have the opportunity to utilize all their Digi Tech skills to work collaboratively with peers to use components of the Hummingbird Robotics Kits, such as motors, sensors and lights and program them to operate as part of an art project.

Through cyber safety activities, students will learn how to use information systems safely and to behave responsibly and ethically when working and communicating in an online environment. Office 365 is a cloud-based platform used by the students in 3 -6. This gives them the opportunity to utilize all their digital technologies skills in order to work

and collaborate safely with other VPS students. It also allows parents the opportunity to see what their child/ren have been working on.

All families will receive a copy of the Internet Use Agreement when they first commence at Vermont Primary. When you receive this, please discuss it with your son/daughter and when signed, return it promptly to your class teacher.

Digital Technologies is a dynamic and ever changing area and I look forward to working with your child to assist them to become safe, creative and efficient users of technology.

Visual Arts Level 4 – Mrs Christine Mulvany

Students attend a forty minute Visual Arts Lesson in the art room each week. They need to wear their own smock to protect their uniform when working in the art room. There are NO spare smocks to share. Each child is responsible for their own smock, so please clearly label the smock. Everyone will participate in the same activity and there will not be an alternate activity for children without a smock. The best smocks have long sleeves, are easy to get on and off with elastic or Velcro, are long and cover the thigh and are made of thick fabric (plastic tears easily and paint just slides onto shoes).

In grade 5 & 6, students create artworks, incorporating the influence of others, as well as drawing on their past experiences. Their work responds to the style/artist being studied and exhibits skills in planning, creating, evaluating and refining. In Art appreciation, students will use appropriate language to describe their own and other people's works and they will discuss the purpose of the work in its historical and cultural context.

Year 6 graduation tea-towels

Year 6 will create a graduation tea-towel which will incorporate a cartoon drawing from each Year 6 student. Order forms will be sent home in Term 3. There is only one print run, so please return the order forms by the due date to avoid disappointment.

The role of Visual Arts Specialist is again being shared between Mrs Mulvany, who works Mondays, Tuesdays and Thursdays and Mrs Simpson who works Wednesdays and Fridays. Grade 5 & 6 classes are with Mrs Mulvany.

Performing Arts Level 4 – Mr Travis Fraser

The curriculum at Level 4 will cover the following aspects:

- Students will learn to analyse different styles of music, commenting on various forms of musical elements and styles such as melody, genre, dynamics, pitch, tempo, musical feel etc.
- Students will practice their aural abilities through various exercises, songs and programs
- Students will play tuned and untuned instruments along to songs and explore improvisation and composition while using these instruments
- Students will be involved in drama units.

Each year the school hosts two Soiree Concerts highlighting the musical talent of our students. There is a Junior Soiree (Foundation-Yr3 students) which is usually held in Term 2 and a Senior Soiree (Yr4-6 students) which is usually held in Term 3. These concerts will feature music groups such as the Choir, Orchestra and Rock Band, as well as various solo and small group performances. The school will release more information concerning these events to the school community once all the details are finalized.

2022 Indonesian LOTE Teaching Program - Bu Smith (Mrs. Yvonne Smith.)

Selamat datang welcome to our new students who are learning Indonesian for the first time. Students undertaking Indonesian lessons will begin to acquire the skills of listening, speaking, reading and writing through a wide range of communicative activities and authentic sources. This will enable our students to not only learn about the language but also to develop an intercultural understanding and foster global communication which in turn develops greater tolerance and appreciation of others.

Learning a language fosters students' ability to think and reflect, develop mental flexibility and problem solving strategies. It offers students the opportunity and the ability to develop interpersonal skills and to practise higher order thinking skills in a meaningful context.

Students from Foundation through to Year 6 attend one 40 minute lesson of Indonesian each week.

Level Four

Students begin to understand and use the language of Indonesian in relation to their personal world. They begin to explore the lifestyles of Indonesian people through the study of Indonesian clothing, food, transport and school. Students consolidate previous learnt language and extend their personal vocabulary and knowledge of Indonesian language structures. They will write a Pen Pal letter in Indonesian and participate in an Indonesian cooking lesson.

They read and comprehend short texts, talk about themselves and adapt language that they know to new contexts.

Students begin to understand that the language has rules as they read more extended texts. They engage in stories, songs, rhymes, reading and writing activities and speaking and listening activities. Students learn about the Geography of Indonesia and the five main islands.

Intercultural knowledge: In term 4 our students will participate in an Indonesian cooking lesson and will be given the opportunity to cook Nasi Goreng in class with Bu Smith.