### Introduction

Dear Parents and Caregivers,

Welcome back! The new school year is under way and we are busy finding a routine to our school life and building a classroom culture that enables a positive learning environment for all. Our key focus for the beginning of the year is developing strong student to teacher and student to student relationships through our Social skills and Joy program to encourage students to make positive choices and decisions about their life and learning.

Thank you to all of the parents who have come in and introduced themselves to me and spent time labelling and covering stationary. I look forward to meeting the rest of you at our Acquaintance evening in week 3 where we can share information about our class.

### Expectations

Students are expected to follow our school values and the negotiated agreements that we have developed as a class.

They are:

- Care for others to create a positive learning environment.
- Be self-regulated learners to enjoy learning without distraction.
- To be challenged and achieve by changing our mindset about learning.
- Use 21st century learning skills to grow.
- To be able to voice ideas and opinions in a safe environment.
- To have a positive learning environment and feel good about our learning.
- To feel emotionally and physically safe within the class, school and community by making positive choices.

Positive rewards are: Students participate in their earned Resource Time. A Resource Time sheet has been sent home explaining how students earn their Resource Time and how it is used to help students make positive choices. Students also earn GEE BANK dollars for our end of year auction in term 4. Gee Bank dollars are earned for following our school values. Gee Bank dollars are banked every week and as part of our maths lesson students keep an account of how much money they have banked. Hopefully students become successful learners in developing skills and knowledge that will benefit their future.

The following process is used in our school to enable students to be successful when not following our school and class rules.

1. Reminder of the rule broken
2. Class time out – remove from class activity / parents notified
3. Buddy Class – Buddy Class slip filled out and sent home / parents notified
4. Office Time Out – Counselling from Admin staff / parents notified

Student reaching step 3 will be asked to complete a Restorative Buddy Class form. Students need to reflect on the choices they have made for themselves and others. This form will need to be signed and returned back to me the next day.

Behaviour infringements in the yard or in any specialist lessons will be informed back to me and notifications sent home to inform you.
Routines

The diary is used to record homework, daily mental results, weekly spelling test results and weekly sight words. The diary is an important communication tool and should be used by the students to check what their homework is and practise their spelling words. The diary needs to be checked regularly by parents and signed on the weekend ready for the next week.

The blue wallet folder comes home every day and includes homework, reading log, school notes and novels for reading. This year there is also an Oxford word list that the students can practise at home. These are some of the most frequently used words that have been collated from over 4,000 writing samples of students in Australian schools. We will be using these words also as part of our weekly spelling words.

Homework

Students need to begin their ‘Morning Routines’ upon entering the classroom. They will need to be responsible in looking at the class timetable for the day and getting their appropriate books organised for the day.

The students get spelling words every Monday that they record in their school diary. They can either learn these words during the week or on Thursday night ready for their spelling test on Friday. The students will have a maths sheet to complete every Monday night that will reinforce work covered in class. Maths homework needs to be completed and returned to school on Tuesday morning. I would like students to complete 20 minutes of reading homework on Tuesday and Wednesday nights. Please sign their reading log every night they read so I know that they have completed their reading homework.

Occasionally the students might also be asked to complete some class work if it has not been completed in the set lesson time. I encourage your support in this area so that they can keep up to date with their work requirements.

Curriculum Areas

Learning Groups
In order to differentiate curriculum and target more specific skills primary students from rooms 9 & 12 will this year be learning in groups established to meet their specific needs. Kym and I will be working as a sub-team within the Primary Years team to plan and assess a more targeted learning program in Literacy and Maths. This year we will be assisted by Kay Bosworth, Maria Harrington and Lois Burrows to reduce group size and create more intensive learning support. Group composition is viewed as having a fluid structure with students able to move between groups depending on performance. Groups will commence in week 5. Literacy will occur over 3 blocks and 4 for Maths each week.

English (The Australian Curriculum) is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English. Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

The strands are:
Language: knowing about the English language
Literature: understanding, appreciating, responding to, analysing and creating literature
Literacy: expanding the repertoire of English usage
The curriculum will be covered through:

Spelling
Set spelling words and activities which reinforce spelling rules and phonetic sounds. Some list words and personal words from students writing which are to be learnt at home and tested each Friday at school.

Written Language
Grammar activities are taught weekly. Activities on sentence structure, good editing procedures and paragraphing. Plan, draft and proofreading, editing and publishing text. This term we will be focusing on Persuasive and Recount writing.

Reading and Viewing
Comprehension skills are taught weekly with a focus this term on understanding text, reading for interest, Guided reading, research skills and oral reading activities.

Speaking and Listening
Speaking clearly and confidently when contributing to structured planned task as well as informal task such as Circle Time on a weekly basis.

Maths (The Australian Curriculum)
Teaching students mathematical skills and how to do investigations through maths will include the following steps; Introduce the topic, find out what students know and understand, teach and apply questions through hands on activities that assess higher-order thinking skills and assess students' knowledge through a variety of assessment tools.

Activities for maths will come from 3 Content Strands and 4 Proficiency Strands they are;
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Understanding
- Fluency
- Problem solving
- Reasoning are the Proficiency Strands

Number facts and mental practice are part of our daily program in class. All students need to continue practicing their Times Tables and number facts at home.

Focus areas for this term will be, reads, writes, places and records whole numbers. Describe and uses operations (addition, subtraction, multiplication and division) with four digit numbers with and without exchanging. Uses a variety of strategies to solve word problems. Reads, writes, records and uses decimals to three places. Memorise and records number facts accurately and quickly. Describes and uses interval counting with 3 or more digit numbers.

Humanities and Social Sciences
The Australian Curriculum: Humanities and Social Sciences is organised into three interrelated strands: Inquiry and Skills Historical Knowledge and Understanding and Geographical Knowledge and Understanding.

This term’s inquiry ‘The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia’. Current events (e.g. ANZAC Day) will be of natural interest to Students as they show greater curiosity in the world around them. Multicultural festivals will be acknowledged from time to time. Later this year we will focus on the Rio Olympics.
Science
Science strands for Primary Years students are Biological sciences, Chemical sciences, Earth and space sciences, and Physical sciences. A continued focus this year will be the further development of the Primary Connections materials to support science. In 1st term we will look at changes in the environment over time (connecting with our Geography topic).

Technology
Activities are centred on the design, make, appraise process through different curriculum areas.

Health
At Kidman Park Primary School we believe it is imperative that all students are explicitly taught “Social Skills” to help them make positive choices for their future Wellbeing.

Our Social Skills program has been developed with a focus around our school values of Respect, Responsible, Achieve and Care. Each value is then divided up further into sub-headings, explaining, teaching and demonstrating each of the values in greater detail. Throughout the year all students are taught The Child Protection curriculum which is a requirement by D.E.C.D This curriculum covers the following topics;
- The right to be safe
- Relationships
- Recognising and reporting abuse
- Protective Strategies
Throughout the year we continue to focus on our school values by using a range of different programs that reinforce our values and beliefs.
Primary year students also use the Optimistic Kidz program to develop optimism and resiliency skills.
Daily class fitness with a 12 minute run on Fridays

Specialist Areas

Positive Education (Joy Project)
The purpose of teaching Positive Education at Kidman Park is to assist students to flourish, to enable them to explore Positive Psychology concepts related to their wellbeing, to help students “know themselves” and “understand others” and specifically to develop and practise skills which are relevant to their lives and to demonstrate to the students the importance of Personal Wellbeing.
The mission of the Joy Project is to give all students the tools and strategies to manage their emotions, help them solve their own problems and enable them to feel great about themselves. It is important for children to understand that our thoughts and feelings are not bad, even when they are upsetting – they are a part of what makes us who we are.
This term we will focus on Character Strengths both in classes and the P.E.A.R.L room.
What are Character Strengths?
Character strengths are the positive human qualities that serve as pathways for living a good life. Character strengths are not what you are, but what you do.
During the term we will focus on how to make each area a strength and develop an understanding of each of the different strengths.
- Team Work  Working well as a member of a group or team
- Gratitude  Being aware of and thankful for the good things that happen; taking time to express thanks
- Self Regulation  Regulating what one feels and does, self management, self direction, to engage in independent learning
- Humour  Liking to laugh and joke, bringing smiles to other people, seeing the light side
- Kindness  Generosity, compassion and care. Doing favours and good deeds for others, helping others, taking care of others
Forgiving  Forgiving those who have done wrong, giving people a second chance

Love  Valuing close relations with others, in particular those in which sharing and caring are reciprocated and being close to people

Character strengths are the psychological ingredients for displaying human goodness and they serve as pathways for developing a life of greater virtue. While personality is the summary of our entire psychological makeup, character strengths are the positive components …WHAT’S BEST IN YOU.

Desy Pantelos

Japanese

Through the theme of “Terrific Tenki (weather)” students will interact with their peers and the teacher to describe aspects of daily life such as weather types, celebrations, and special days; to express preferences; and to show interest in and respect for others. They will be able to collaborate with their peers to plan and conduct shared activities such as presenting a school performance. Students will gather, classify and compare information from a range of sources related to concepts from other learning areas (e.g. science), create and present or perform texts for a variety of purposes and audiences and recognise some single and whole word katakana whilst developing the ability to use hiragana and kanji in a single text.

Belinda Brenan

Health

My name is Teresa Marshall, I have been teaching here at Kidman Park Primary for 8 years. My previous role was as one of the year 6/7 teachers. I am passionate and dedicated about supporting the development of health and wellbeing of our students. I encourage parents to visit our Health Learning Environment in P5 on Mondays, Tuesday and Wednesdays throughout the year to see some of the learning we are currently working on.

Contact me any time on teresa.marshall159@schools.sa.edu.au

In term 1 students will be identifying personal health related goals to help them recognise how persistence can support success.

Year 5 & 6 students will also be analysing sun smart related health messages in the media and comparing these with peers.

P.E

I offer 45 minute sessions once a week with most of our F - 5 classes this year, often in 3 week blocks to reinforce individual sport skills. I also work with class teachers, combining our PE programs to practise these skills. And I always encourage children to enjoy some ‘ PE homework ’ with family. Can you help? For primary years (3-5) it is games and sport. My focus for the first assessment will be ‘ throwing and catching’ for each F-5 student using a variety of equipment, targets and games to suit all ability levels.

My second block will be the ‘HotShots’ Tennis Program , Tennis Australia’s official development program for primary aged children: using tailored equipment, including smaller courts, racquets and low compression balls ensuring children are introduced to tennis suited to their age and skill level.

My third focus will be cricket and dovetailing with in - school clinics run by SACA. Our primary and middle years will work on advanced cricket skills and games, boosted by free SACA clinics as well.

All sessions begin with a warm up e.g. red rover, rabbits hares ‘n’ foxes, passport, do you dare? , relays etc. During hot weather, indoor activities will include indoor or scooter hockey, twin towers, gaga ball and dodge ball.

We have won a further ‘Sporting Schools’ government grant of $6500 for term 1 and 2 this year to employ coaches for F -7 skill clinics: to kick off we’ll employ Volleyball SA and the Premier Academy of Soccer Skills. I continue to explore free clinics offered by our local community sporting bodies e.g. Basketball SA, book them up, and incorporate them into our PE program.

Terry Ahern
## Useful Web Addresses

- www.mathletics.com.au
- www.prc.sa.edu.au
- www.decd.sa.gov.au

## Extra Assistance

S.S.O support in Rm12 will be provided by Kay Bosworth and SSOs from The Shed. The majority of support will be with small groups providing literacy and maths development.

## Learning Buddies

Buddy Class activities will be with Alex Stojanovic in U6. The students have already met and have already started developing friendships and buddy relationships. We will meet our buddies every second Tuesday to interact with social and academic activities.

## Important Dates

- No Hat, No Play from beginning of the school year until May 30th and then from Sept 1st through until the end of the school year.
- Spelling words come home every Monday for “Look Cover Write Check” throughout the week or on Thursday nights ready for our weekly Friday spelling test.
- Tuesday and Wednesday reading homework, reading logs must be signed or a note in the student’s diary provided.
- Swimming in week 4 (refer to information on swimming notes sent home)
- Revise Times Tables weekly

Thank you
Peter Georgeopoulos
Year 5 teacher