Introduction

Thank you to all the parents who have dropped into the classroom to introduce themselves to me. I look forward to meeting the rest of you at our Acquaintance Night in week 3. I am really pleased with the way the class has jelled at the beginning of the year and hope for a successful year in developing a class that reflects the Educational Goals for Young Australians:

‘Successful learners... – develop their capacity to learn and play an active role in their own learning – have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas...
Confident and creative individuals... – have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing – have a sense of optimism about their lives and the future – are enterprising, show initiative and use their creative abilities...
Active and informed citizens... – act with moral and ethical integrity – appreciate Australia’s social, cultural, linguistic and religious diversity, and have an understanding of Australia’s system of government, history and culture...’

Expectations

Introducing 21st Century Learning Skills
Globally, there is a compelling need to develop transferable learning-how-to-learn capabilities in student learners, which are relevant and applicable to our digital, interconnected world and to ever-changing, new and challenging contexts.
The importance of this is recognised in the Australian Curriculum:

‘In the Australian Curriculum ‘capability’ encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, both in their learning at school and in their lives outside school.’

The purpose of the 21st Century Learning Skills is to engage students in learning activities that support them to develop essential capabilities in six key dimensions:

• Collaboration
• Knowledge Construction
• Self-Regulation
• Real-World Problem-Solving and Innovation
• ICT for Learning
• Skilful Communication

Students will be supported to develop 21st Century Learning Skills and specifically focus on various elements of self-regulation (found in General Capabilities in the Australian Curriculum).

‘The General Capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the Primary Years Learning Framework (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

Students with well-developed social and emotional skills find it easier to manage themselves,
relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.’

Class Commitments

The Students have negotiated a set of ‘Class Commitments’ as follows:

1. Make learning fun
2. Be honest and trustworthy
3. Never give up
4. Help other people
5. Stay on task

The Students understand that following class expectations and developing the school values of Respect, Care, Achieve and Responsibility will lead to positive consequences and more enjoyable learning experiences.

Negative Consequences

Students will follow a series of steps to redirect their focus on meeting classroom expectations:

1. Reminder – to stay on task.
2. Class Time Out – removal from class activity.
3. Buddy Class – to negotiate re-entry.
4. Office Sit Out – counselling from Admin Staff
5. As from next week a note will come home informing parents of students reaching steps 3 or 4. This will need to be signed and returned to me the next day. Behavioural infringements in the yard may lead to a Yellow Spot or Yard Time Out.

Routines

Students need to arrive in school dress code between 8:25 and 8:40 a.m. The schoolyard is supervised by a duty teacher from 8:25 a.m. onwards. Students may not enter buildings until the 8:40 bell unless prior arrangement has been made with the classroom teacher. Students need to begin their ‘Morning Routines’ upon entering the class. This year I am seeking parents who may be available to listen to reading or work with students in the morning and afternoon from time to time. Please let me know if you are available to assist and have a DCSI clearance.

Homework

Homework activities vary depending on relevant classroom priorities. Diaries are an important communication between home and school. They will be an accurate record of student activity and homework expectations. Occasional notes for parent information may be stuck in. They need to be signed on Thursday of each week – they will be collected regularly for checking so that the Students develop good monitoring/record keeping habits. If you wish to speak with me about your child the diary will be a good way of coordinating a meeting time.

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. Peter 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 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Reading & Viewing will involve oral reading to adults, guided reading, silent reading with support on personal choice literature, novel study, short stories, information texts, television and media study, literature based comprehension, sight words and review writing. Spelling will be a weekly program with ability-grouped lists generated from spelling texts, Students’ writing or theme words. Rules are highlighted on a regular basis. Writing of some form will occur on a daily basis. Writing Genres including Narrative, Recount, Report, Description Exposition and Explanation will be taught formally. Formal grammar will be taught incidentally. Persuasive Writing will be the focus for term 1. Listening & Speaking - Students will be involved in a wide range of activities that will encourage active listening and confident formal and informal speaking skills. Morning oral presentations, class meetings, role-plays, class discussions, collaborative group learning tasks and partner activities are examples. There are elements of creativity intermingled in most English learning tasks.

**Maths**

The first priority in developing numeracy skills for year 5 Students is confidence. They will be supported in constructing their own meaning from their current knowledge base. Concepts will be challenged. Activities will involve individual and collaborative participation in ‘real’ tasks connected to their everyday lives that will encourage high level engagement and risk taking.

Activities come from 3 Content Strands:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

and 4 Proficiency Strands;
- Understanding
- Fluency
- Problem Solving
- Reasoning

Students should be encouraged to participate in any ‘real’ maths opportunities that occur at home. This may include measuring, designing, cooking, budgeting, spending, saving etc. Times Tables should be practised with adult interaction whenever possible.

**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).
<table>
<thead>
<tr>
<th><strong>Technology</strong></th>
<th>Technology activities are centred on designing, making and critiquing.</th>
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<tr>
<td><strong>Health &amp; P.E.</strong></td>
<td>Engagement in enjoyable, regular physical activity is a critical factor for Primary Years students. Skill development needs to be adapted and equipment modified to meet the needs of these special learners. Daily fitness activities, team games and ball skill lessons will be supplemented by Terry Ahern’s sports lessons and some clinics provided by sporting associations in our community. A major portion of the health program encourages students to understand health issues of relevance to them, identifying health services and taking responsibility for making healthy life choices. Teresa Marshall will take the students for one lesson/week to support the program. The Social Skills Curriculum will underpin some of these aims and include Child Protection Units. Water Safety (swimming week4) and Health Services will also be covered in term 1.</td>
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<th><strong>Specialist Areas</strong></th>
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<tr>
<td>Positive Education (Joy Project)</td>
<td>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</td>
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<tr>
<td>Gratitude</td>
<td>Being aware of and thankful for the good things that happen; taking time to express thanks</td>
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<td>Self Regulation</td>
<td>Regulating what one feels and does, self management, self direction, to engage in independent learning</td>
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<td>Humour</td>
<td>Liking to laugh and joke, bringing smiles to other people, seeing the light side</td>
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<tr>
<td>Kindness</td>
<td>Generosity, compassion and care. Doing favours and good deeds for others, helping others, taking care of others</td>
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<tr>
<td>Forgiving</td>
<td>Forgiving those who have done wrong, giving people a second chance</td>
</tr>
<tr>
<td>Love</td>
<td>Valuing close relations with others, in particular those in which sharing and caring are reciprocated and being close to people</td>
</tr>
<tr>
<td>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 …</td>
<td></td>
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</tbody>
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IN YOU.
Desy Pantelos

PE NIT TERM 1 2016

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?

My PE focus for early years (F-2) is fundamental movement skills, exploring locomotion (throwing, catching, running, skipping etc.). 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 skills for our F-2s, using the excellent Milo’ in2 Cricket’ resource 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?’ and relays etc. During hot weather, indoor activities will include indoor or scooter hockey, twin tower, 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.

I’m looking forward to a fun, active term. Terry Ahern
KPPS Sport Teacher

HEALTH
ABOUT ME
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

YEAR 5 & 6
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.

JAPANESE
In Japanese this term during the first few weeks all classes are learning about Oshōgatsu –
Japanese New Year activities including the animals of the Zodiac. This is alongside focussing on the skills of being a successful language learner, lying in beautifully with our four school values. Our second cultural focus for the term will be a look at Hanami – Cherry Blossom Viewing - and its importance in Japanese seasonal life. Our language foci for the term, different for each area of the school, will begin in week 4. Year 5-7
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.

Useful Web Addresses

http://www.premiersreadingchallenge.sa.edu.au/prc/
http://www.australiancurriculum.edu.au/

Extra Assistance

Extra Assistance
Special Ed support for Rm9 students will be provided by Kay Bosworth and SSOs to develop ‘Learning Tools’ in the ‘Shed’. The majority of classroom support will be in literacy and numeracy skill development.

Learning Buddies

Buddy Class activities will be with Sandra Gibbon's Rm 8 (yr 4) class. The students have met and commenced their friendship activity to establish initial bonds.

Important Dates

See KPPS newsletter update which is emailed weekly to your nominated email address.