CLASS INFORMATION BOOKLET

2016

Mrs Gail BAILY Room 8 Year 5
Welcome to Year 5, 2016

I would like to welcome both students and family members to Year 5 in 2016. I aim to establish a harmonious classroom atmosphere with emphasis on co-operation, consideration and individual effort. Attention will be given to developing a healthy self-image with the aim of improving/enhancing confidence and independence in all aspects of primary school life in preparation for their next big step, that of entering the secondary level of education.

I will encourage enthusiastic participation without denying the rights/needs of other children to learn without disruption and without impinging on my rights/needs as a teacher.

CLASSROOM ORGANISATION

Cooperative Learning
I wholeheartedly believe in cooperative learning in the classroom. I like to place the students in mixed ability groups so they may help each other during the learning process. Research has shown that all students do better when they are allowed to discuss and defend their ideas as they learn. Working in small groups also helps students learn valuable social skills they will need throughout life.

Values
‘Values’ is always a focus and as such an emphasis will be placed on bullying, reminding students about it and discussing the elements of many values including tolerance, consideration, honesty, trust, caring and respect. I will also be looking at ‘Rights and Responsibilities’, ‘Problem Solving’ and ‘Active Listening’. I encourage parents to reinforce these elements in the home environment.

Independence and Responsibility
In Year 5, students are expected to become more independent and responsible for their actions and effort. It is the perfect time to start preparation for high school life. I encourage students to rely less on parents to do things for them in regards to school and to be organised for school each day. I also promote students becoming more responsible for getting homework done on time, placing items of need into their school bags and making sure parents receive information on the day it is sent home.

Resources and Equipment
It would be appreciated if parents could check with students on a regular basis throughout the year regarding the quality and quantity of personal equipment and resources – eg pens, pencils, glue, sharpener, calculator etc. It is very frustrating and annoying when work time is compromised due to lack of basic equipment and necessary resources. Unfortunately students often don’t remember to ask parents for replacements and only remember their needs when they require them - which is too late!

Snack & Sip
I have found it beneficial for the class to have a water bottle on their desk to prevent dehydration. Plain water is the only beverage permitted, and the bottle must have a secure lid. Water bottles should be taken home regularly to be cleaned. Studies have shown that when students eat a good breakfast in the morning, they do better in school. I also realise that some students have difficulty eating a good breakfast due to lack of time or lack of hunger early in the morning. Students may bring a small fruit or vegetable snack to eat in the classroom during the first morning session. (Nothing sticky or messy). Fresh fruit and vegetables cut into small pieces are best.
TEACHING METHODS

MATHS
In my experience, students cannot move on to higher level reasoning in mathematics until they master their basic math facts. In addition to regular math assignments, your child will be performing daily drills until he or she has mastered the basic facts. You can help them prepare by studying with flashcards or having them spend 15 minutes a day revising their times tables and any other area that requires revision. Students have free access to the online ‘iMaths’ support pages. These pages support the classroom work which is based on investigations and problem solving. Studyladder is another very useful free internet site which students can use to reinforce maths concepts. You can even call out math facts to your child while driving in the car or waiting in line at the supermarket. Mastering Times Tables is particularly challenging, so when everyone knows their times tables we will celebrate!

Math Word Problems, Calculator Use
Students will be learning to solve increasingly complex mathematical word problems this year. It's important that they learn to use a calculator as a problem solving tool. Students may use calculators to complete math homework problems that involve geometry, fractions, word problems, etc. However, students may not use calculators for skill drills and basic computation.

ENGLISH

Reading
Guided reading forms one part of the instructional side of teaching reading. This approach involves the teacher working with a small group of students who demonstrate similar reading behaviours and can all read similar levels of texts. The text is easy enough for students to read with teacher support. The text is easy enough for students to read with some fluency. Students focus on meaning but use problem-solving strategies to figure out words they don’t know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print. Guided reading gives students the chance to apply the strategies they already know to new text. The ultimate goal is independent reading. Students need to try to read for a minimum of 120 minutes (or 2 hours) per week. I encourage students to read a variety of books. They can even read magazines and newspaper articles! If you see an article in the paper that might interest your child, please clip it out and share it with them.

Spelling
Spelling is taught on a fortnightly rotation with the first week introducing the words, looking at the various rules and phonic patterns and teaching the students how to remember to spell each word. The second week is dedicated to consolidation and testing for understanding.

Writing
All forms of writing will be taught with an emphasis on Narrative (story) and Persuasive writing. Students will focus on elaborating their thoughts and ideas to make it interesting for the reader and looking at the different purposes for writing.

Science
To complement our weekly Science lessons, our class is fortunate to be taking part in the ‘Scientist in Schools’ program which involves a Scientist from the community, volunteering to come again this year. This program (a joint initiative by CSIRO and SCITECH) involves the volunteer coming into our classroom on a regular basis to share his knowledge and expertise in a practical way to encourage students to become more interested in Science. Dr Michael Robertson, from CSIRO, has been assigned to our class and he will visit
approximately 3 times a term to work with me to present hands on learning opportunities that relate to the curriculum.

**ICT/ Computer**

All students will be involved in activities about cyber safety. In Year 5, the program used is ‘Budd:e’. ‘Budd:e’ is education about the risks people take by going online, and the possible consequences of those risks. It’s also education about the technical and behavioural measures we can all use, to help reduce our risk, and bolster online security — security for people, for internet devices, and for personal data. The computers will also be used for research, word processing and coding.

**SPECIALIST PROGRAMS**

The specialist teachers will be sending home more information about their particular program in the near future. Room 8 students will have the following specialist classes.

**Phys Ed:**- wear appropriate clothing and footwear for these classes. Our Phys Ed class is on Mondays and Sport is on Wednesdays. If you feel they should not participate in P.E. on a particular day, please write a note stating the reason. All children will be expected to participate unless they have a note excusing them.

**Art:**- students need to bring an art shirt to use to cover their school clothes. Art is on Friday.

**LOTE (Mandarin):**- Tuesday

**Music:**- Wednesday

**CLASS ORGANISATION**

**Daily Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:45</td>
<td>Class Begins</td>
</tr>
<tr>
<td>10:45 - 11:05</td>
<td>Recess</td>
</tr>
<tr>
<td>12:35 - 1:20</td>
<td>Lunch</td>
</tr>
<tr>
<td>3:00</td>
<td>School Ends</td>
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</tbody>
</table>

Students place their bags outside the classroom under the benches. At 8.30am the door will be open for students to bring their belongings inside and prepare for the day. (Put their books/belongings away) They may sit and read or talk quietly with their friends until the first siren, after which they will be expected to sit at their desk in readiness to start the day.

**Supporting Positive Student Behaviour**

The school motto is **CARING**. A caring attitude will be continually encouraged and reinforced both in the classroom and within the playground. Inconsiderate behaviour towards others will not be accepted and appropriate behaviour modification procedures will be implemented. Our class rule is **RESPECT**.

**Rationale**

All children have the right to learn. Classroom management is about engaging children in learning.

In line with this, the class developed a purpose statement: "We come to school to learn, make friends, have fun, and practice behaviours that will help us in the future."
Classroom Rules (discussed with children)
Produce work of a high standard.
Work quietly without disturbing the other children in the class.
Follow all instructions given by the teacher. Don’t fiddle during instructions.
Encourage others. No put downs!
Express opinions appropriately, and speak politely and respectfully to each other.
Treat all personal and classroom property responsibly and correctly.
Move around the classroom safely and quietly.
Use good manners whenever appropriate

Rewards (discussed with children)
Learning occurs in a safe environment.
Make brain choices rather than feelings based choices.
Peer/class respect, cooperation and assistance.
Strength and respect for positive choices.
Praise from others.
Privileges.

Consequences (steps) – (discussed with children)
Step 1: Low key response. Teacher - says the child’s name; makes eye contact; moves nearer to the child

Step 2: Warning/Reminder. Teacher - makes a specific request to stop the behaviour; uses the Levels of Behaviour chart to point out the behaviour; reminds child they are using a yellow/orange behaviour choice and redirects them to a green behaviour choice.

Step 3: Time out in class. Child is to be moved to an area away from their desk and other students to have timeout. Teacher to discuss the problem/reasons and resolution with the child. Timeout could also be completed in wet area outside the class under the teacher’s duty of care.

Step 4: Time out in buddy class. Teacher to escort child to buddy class. (Room 9 is the designated buddy class). Teacher to discuss the problems/reasons and resolution with the child at the next convenient break.

Step 5: Administration notification. Teacher to explain behaviour and steps taken to admin. Admin to decide on further actions (if any). Severe behaviour will be immediately fast-tracked to administration notification.

Comments
Red behaviours require administration notification. In the event of any threat to students or staff, a phone call will be made to the office, or a red card will be sent to the office, requesting immediate assistance in the classroom. The Whole School Supporting Positive Student Behaviour Plan outlines the steps that will then be taken.

An Individual Behaviour Management Plan will be developed for children who have continued behaviour issues. This will be done in consultation with the parents, teacher, School Psychologist, and Associate Principal and/or Principal.

Home or school factors may affect your child’s behaviour or performance, so please don’t hesitate to discuss issues with me - your child’s well being is important to me. School rules will be reinforced to ensure that children completely understand what is expected of them. Playground misdemeanours are dealt with by the teachers on duty and/or Administration personnel. Again, You will be notified of repeat offences.

Having a CARING & SAFE environment for ALL is very important.
If you become aware that your child has a problem at school, **PLEASE** let me know and I will endeavour to assist in sorting things out or seek assistance from our Administration Team and/or Chaplain - Don't let it fester at home and become a major problem.

The school has a zero tolerance to both **Bullying and Graffiti**. Please report any situations where you think bullying is occurring, to me as soon as possible. If graffiti is found on a student’s personal items they will be asked to remove it, or if it can't be removed the student will be asked to replace the item(s).

**Socialisation**

It is common for children in this age group to have formed some strong friendships but occasionally there are dramatic "break-up"s which cut deep and emotions run high. From past experience we can only say that it is wise to listen and hurt along with your child should this happen, but try to **AVOID** becoming involved if at all possible. **USUALLY** the problems can be best dealt with by the children themselves. As most of these situations arise in the playground I am often unaware of what is happening. A note, email or phone call to inform me of this type of situation or any other emotional problems/upsets is welcomed so I can "understand and hopefully best support your child's needs.

**Incursions/Swimming/Excursions**

During the year, students will be offered the opportunity to attend swimming lessons at the pool and various incursions and possible excursions which support their learning.

**Homework/Classwork**

I believe homework is necessary for practising skills that have been learned or for enriching the classroom experience. On the other hand, I don't believe in overloading students! I will generally provide regular homework on a weekly basis with some supplementary finishing off, Design and Technology or research tasks. In some cases, homework will include class work that was not finished at school. I try to give ample time in class for the completion of assignments, but some students work more slowly and may need to finish it at home.

Each child will be expected to have completed the week’s homework by **Monday** morning before school.

The students are given an activity book in which to do their homework and it would be appreciated if parents could check that the homework has been completed and presented neatly.

It may be a good opportunity at this stage if you have not already done so, to:
1. Set up an area where your child is able to sit and do their homework carefully (rather than on the bed or floor).
2. Establish a timetable of after school activities ensuring there is sufficient time to complete homework as well as enter into leisure activities.

If a student fails to hand in completed homework on more than two occasions, parents may be contacted to ask for their support in reinforcing the importance of completing future homework on time or to offer suggestions as to why the homework is not being done.

A minimum of 15 minutes of reading each night as well as practising times tables and basic number combinations is welcomed as part of the evening’s routine. (If for some reason formal homework is not given then the above activity times should be lengthened.) Consistently failing to hand in homework will be noted on school reports.

Organisation is the key to success!

If a student is unable to do their homework for a particular reason, it would be appreciated if parents could **send a note excusing their child from completing the homework**. This way I have an understanding that the homework was not done due to circumstances rather than just forgetfulness or laziness.
I would be happy to speak to any parent who does not want their child to participate in regular homework practices or who feels their child will be unable to fulfil the homework requirements.

Absences/ Attendance
Regular school attendance is critical to the learning process. Our school day officially starts at 8:45 am, however the classroom door will be open at 8.30 am so students can get ready for the day. When your child is absent, he or she misses valuable instructional time. We ask that you consider carefully before taking your child on holidays during school terms. If you are taking your child out of school for a holiday; you a required to inform the Principal in writing prior to leaving. When children are not well, we encourage you to keep them home. Please send a written note or complete the online absentee form whenever your child is absent.

Leaving School
It is school policy that in the interests of your child's safety, should a child be required to leave the school for an appointment or any other reason after they have arrived at school, a parent or other supervising adult must sign the student out. A note of intention at the start of the day will give the teacher notice, however it is not sufficient in itself. To sign a student out parents/carers must first complete a form at the front office and take it to the child's teacher before the child will be released. Students may not leave the school alone during school hours for any reason once they have arrived for the day.

Newsletters – are published online fortnightly on a Friday on odd weeks. Parents will receive an alert plus information on the app.

Canteen – the canteen is open form Tuesday to Friday at recess and lunch times. Orders can be made online or at school. Please see the website for more details.

Uniform and School Hats:- All students are encouraged to wear the school uniform every day. Uniform items are available for Uniform Concepts in Joondalup. Please see the school website for more details. On Phys Ed and Sports days, students are permitted to wear their faction T'Shirt. It is compulsory for students to wear a hat when they are outdoors. The only hats approved to be worn at school are the bucket, wide-brimmed or legionnaire’s style of hat.

Contacting the School/Teacher
During the course of the year there may be times when you feel a problem has arisen involving your child's school. Please don't hesitate to send a note, email or ring the school secretary to arrange a meeting with me, so we can work toward resolving the matter. I may make contact with you at home, during the evening by phone or email if I feel it is important to do so. Often problems are not obvious as students are very good at disguising situations for fear of retribution from their peers. Remember, I can't help if I don't know about a problem. If you feel any matter requires urgent attention, please contact me as soon as possible.

School Phone number: 9405 4007
Email address: Gail.Baily@education.wa.edu.au

I look forward to a happy, successful and rewarding year in 2016.

Kind regards

Gail Baily
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>8.45</td>
<td>Homework</td>
<td>LOTE</td>
<td>Sport</td>
<td>English</td>
<td>Assembly/Choir</td>
</tr>
<tr>
<td>9.45</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td>9:30</td>
</tr>
<tr>
<td>10.45</td>
<td>Phys Ed</td>
<td>English</td>
<td>English</td>
<td>Maths</td>
<td>English</td>
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<tr>
<td></td>
<td>Clarinet 10.15-10.45</td>
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<td>11.05</td>
<td>RECESS</td>
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<tr>
<td>12.05</td>
<td>Science</td>
<td>Maths</td>
<td>Computer</td>
<td>English</td>
<td>Maths</td>
</tr>
<tr>
<td>12.35</td>
<td>Library</td>
<td></td>
<td>Health</td>
<td></td>
<td>Art</td>
</tr>
<tr>
<td>1.20</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td>Art</td>
</tr>
<tr>
<td>2.00</td>
<td>Maths</td>
<td>Mapping/Graphing Skills</td>
<td>Maths</td>
<td>Maths/Choir.</td>
<td>English/Viewing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer</td>
<td></td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>3.00</td>
<td>SSMH</td>
<td>Guitar 1.40-2.10</td>
<td>Music</td>
<td>Hass</td>
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