

Kensington
Primary School

Welcome to Year 5 Parent Information Session

VISION

To be a safe and caring community who learn and grow together, to make a difference for us and our world.

Communication

- Visit KPS website - Updated regularly.
- KPS Newsletter / Office Update.
- Diary checked every day. Please support your child with this.
- Phone. Calls will be returned within 2 business days.
- Email. (Replies will be in business hours. Please allow 2 days for a reply. If urgent please ring the office). Emails to be sent to kensington.ps@edumail.vic.gov.au
- Make an appointment.

After school meetings are Mon (for some) / Tue / Wed teachers will not be available during these times.

We understand that we are looking after your most precious belonging and we will be as accommodating as possible.

Please don't hesitate to get in contact with us - particularly if you have a question or a concern. That way we can do something about it.

Home Learning

The Kensington Primary School (KPS) Home Learning Policy aims to develop positive work habits. Home Learning provides the opportunity for parents / guardians to be active in their child's learning. The Home Learning Policy provides some suggested home learning activities for each year level.

KPS understands that each family will have different ideas about how best to create a balanced lifestyle for their family, including sufficient time for family, sport, recreation, cultural activities and home learning activities.

PURPOSE

For families to support student learning at home by:

- practise goals set with their teacher,
- inquire into an area of interest,
- complementing and reinforcing classroom learning,
- fostering lifelong learning and positive work habits (goal setting, self efficacy, self reflection and time management,
- provide students with opportunities to practise skills, review content and deepen understanding of concepts learned,
- providing an opportunity for students to become responsible for their own learning, and
- supporting partnerships with parents by connecting families with the learning of their children.

Camping / Excursion Program

Camp Manyung

Mornington Peninsula

Monday 30th July -
Wednesday, 1st August

(Term 3)



Student learning at KPS

To create a safe and caring learning environment where students are motivated and challenged to achieve their goals.

We aim to develop student independence and promote ownership of individual learning progress (Learning Goals).

To ensure Learning GROWTH for every individual.

Timetables

GRADE 5 WEEKLY TIMETABLE (EXAMPLE TIMETABLE)

	SESSION 1 (9:00-9:55)	SESSION 2 (9:55-10:50)		SESSION 3 (11:30-12:25)	SESSION 4 (12:25-1:20)		SESSION 5 (2:35-3:15)	3:10- 3:30
M	Inquiry	Reading 1	R E C E S S	Maths 1	Writing 1 5M - Indo	L U N C H	Inquiry	
T	Reading 2	Writing 2		5D-ART 5C-PE 5M- Kay	Maths 2		Inquiry 5D-PE	
W	Reading 3	Writing 3		5D-Music 5C-Art 5M-PE	5D-Indo 5C-Music 5M- Art		Maths 3	
TH	Reading 4 5C-Indo	Writing 4		Maths 4				
F	Reading 5 5M- Music	Writing 5		Maths 5			ASSEMBLY	

Your child will paste a copy of their Term 1 timetable into the front of the school diary this week.

Assessment

Teachers use obtrusive and unobtrusive assessments to gather information about each student.

Obtrusive assessment - learning stops and a test occurs under test conditions.

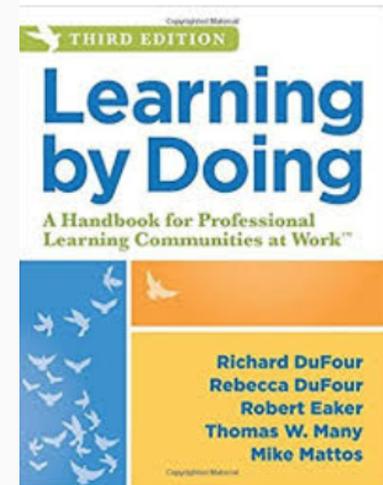
Unobtrusive assessment - the learning is still occurring and teachers are gathering information through observation, conversations (through targeted questions), gathering work samples.

Both of these forms of assessment are gathered to inform our weekly planning.

Planning occurs on a weekly.

We are guided by DuFour's four critical questions:

- What needs to be taught?
- How do we know they know it?
- What if the student already knows it?
- What if they don't know it?



Curriculum

Planning based on [Victorian Curriculum](#) and Student Learning Data.

This data is collected ongoingly to enable responsive teaching to out student's points of need.

4 specialist classes per week. Art, Music, PE, Indonesian

The grade 5 teachers plan collaboratively when the students are a Specialist classes.

We aim to contextualise the development of literacy and numeracy skills within the term's Inquiry foci.

In term 1, the grade Inquiry Big Idea is:

Branches of government influence people's lives. People influence branches of government.

Some examples of skills/understanding we are currently exploring in context are:

- Understanding how to interpret Non-Fiction text features (e.g. headings, subheading, tables, diagrams, graphs)
- Writing and presenting persuasive speeches
- Interpreting data

5 hours of reading, writing and maths instruction each week.

Please refer to the *Learning Snapshots* in our [School Newsletter](#) for a fortnightly overview of learning.

Goal Setting in Year 5

LEARNING GOAL AND SUCCESS CRITERIA & REFLECTION

LG:

To create a piece of writing in a genre of your choice using a topic that you LOVE!

SC:

- *I have chosen a writing genre that I will write in*
- *I have chosen a topic that I LOVE to write about*
- *I have started drafting my text in my Writing Draft book*

REFLECTION:

Were you able to choose a genre and topic quickly or did you need more time to think about it? Why?

Were you able to start writing quite soon or did you find it tricky to get started? Why?

Every lesson we plan Begins with identifying the **Learning Goal (LG)** and **Success Criteria (SC)**. Teachers also plan the **reflective questions** which with support students to think more deeply about their learning process.

This is displayed discussed with students to check for understanding at the beginning of each lesson.

Learning Conferences

Teachers conference with students on a daily basis.

During a learning conference:

- Review the current learning goal (class goal, small group goal, individual goal)
- Look at evidence of the student working toward/ achieving their goal
- Reflect on what happens next based on a continuum of learning
- Set new learning goals in collaboration with the student

Learning conferences are sometimes 1 on 1, sometimes roving and sometimes in small groups.

G5 Goal Setting Process - Example

1) Student engage in a learning task:

Student chose a topic they love and selected a genre to write in.
Over three sessions they produced a piece of writing.

2) With teacher support, students self-assess their work:

Using Learning Goals and Success Criteria that are aligned with the Victorian Curriculum, students self-assess their writing: [Write What You LOVE Self-Assessment/Learning Goals](#)
This provides a structure for students to identify their next learning goal.

3) Students submit their identified learning goal via a [Google Form](#) which is posted in the [“Grade 5 Goals” Google Classroom](#).

4) Student view their goal via the [spreadsheet that is linked to the Google form](#).

5) Student add evidence of their goal progress to the spreadsheet

In week 5, students will be shown how they can add evidence that they are progressing towards their goals into the spreadsheet (photos, shareable links to digital work, notes)

Kensington Kick Off

Developed specifically for Kensington Primary School, based on student feedback and Attitudes to School Survey. The program aims to set the tone for the year of learning.

In the KKP we focused on the Kensington Primary School values and how we can enact them in our everyday school experiences.

In the first two weeks we looked at KPS values of **Friendliness** and **Caring for Our Environment**.

After the first two weeks students have been thinking about ways we can contribute positively to our classrooms and greater school community listing jobs that needed doing.

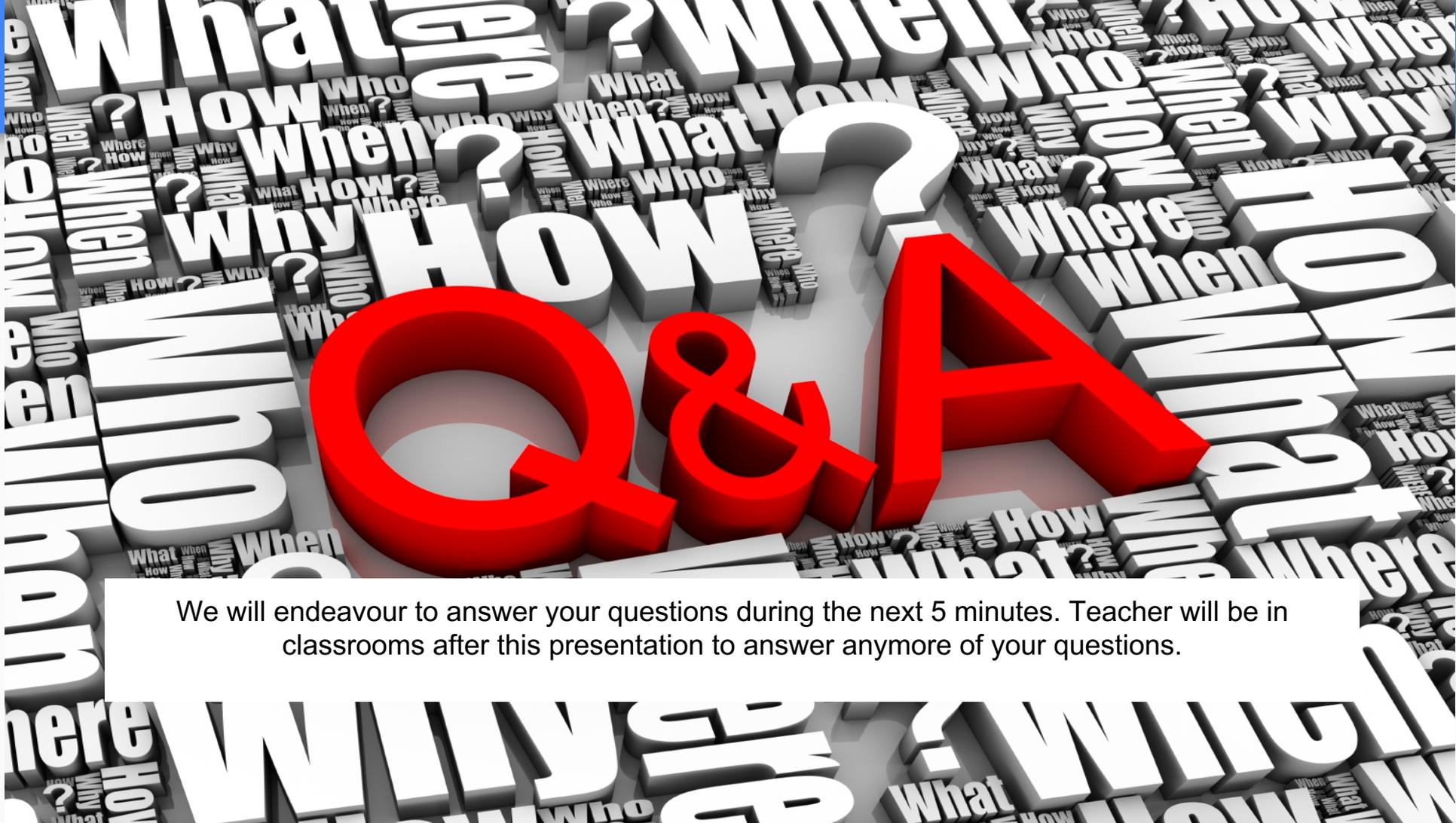
Students reflected on what qualities students would need to show and referred to our school values as they wrote job advertisements.

We are now writing composing speeches using persuasive devices in an attempt to persuade their classmates as to why they are the best candidate for the job.

BOUNCE BACK

B	Bad times don't last. Things get better. Stay optimistic.
O	Other people can help if you talk to them. Get a reality check.
U	Unhelpful thinking makes you feel more upset.
N	Nobody is perfect - not you and not others.
C	Concentrate on the positives (no matter how small) and use laughter.
E	Everybody experiences sadness, hurt, failure, rejection and setbacks sometimes. They are a normal part of life. Try not to personalise them.

B	Blame fairly – how much of what happened was because of you, how much was because of others and how much was because of bad luck or circumstance?
A	Accept the things you can't change, but try to change what you can first.
C	Catastrophising makes your worries worse. Don't believe the worst possible picture.
K	Keep things in perspective. It's only one part of your life.



We will endeavour to answer your questions during the next 5 minutes. Teacher will be in classrooms after this presentation to answer anymore of your questions.

Thanks

Thanks for coming and for your
support.