

FRANKSTON HEIGHTS SCHOOL COUNCIL
EDUCATION SUBCOMMITTEE REPORT 2019

TERM 1, 2019

Foundation:

Our Foundation students have settled in beautifully to our four Foundation grades. Teachers will shortly conclude the department MOI and EOI testing on Fridays then our Foundation students will commence full time. We have created daily routines and expectations early and are forming strong relationships with each of the students. Our Buddy program with the Senior school is running smoothly and has been wonderful to see their partnerships fostering the school's three R's of Respect, Responsibility and Resilience. Our Term 1 Inquiry topic is 'All about me'. We are learning about our families, our pets and ourselves. We will be participating in 'The Responsible Pet Ownership' incursion on Monday 29th March and look forward to this special event. Our Literacy and Numeracy lessons have included set 1 of Jolly phonics sounds and counting the days we have been at school. We are very proud of our cohort already and are looking forward to an amazing year in the Foundation Learning Centre.

JUNIOR HOMESTEAD:

The Junior School has worked hard to ensure daily routine and expectations are becoming ingrained in students' behaviour. Students are coming into the classroom each day with a positive attitude and it is excellent to see new friendships forming.

Throughout literacy, students have been exploring recount writing, with a strong focus already evident on descriptive vocabulary building through the use of adjectives and their five senses. Students will be engaging in comprehensive, 4-week units on procedural and persuasive writing. CAFE menus have been introduced to students for the start of the year, as formal conferencing during reading sessions begins. Individual goals are provided to students to direct differentiated lessons and tasks. Students have been placed into specific learning groups based on thorough data analysis, improving our ability to target their current needs.

In numeracy, we are building on the foundation of all math skills with a unit on counting and place value. This includes improving student confidence in the use of specific vocabulary (e.g. ones, tens, hundreds, thousands) and their use of a range of useful resources and manipulatives. A majority of the term one remainder will see students implementing their place value knowledge into addition and subtraction. Data analysis has again been used to group students into specific learning groups, with current individual/group focuses detailed in weekly planners.

Our inquiry topic for term 1 is 'Happy, Healthy Me'. The driving questions for this unit are 'What can we do to keep our bodies fit and healthy?' 'What does a healthy body look like?' and 'What does a healthy body do?' Students' research and presentation skills will be developed with explicit lessons integrating digital technologies in a variety of forms.

Digital technologies are integrated across all curriculum areas with a focus on purposeful, pragmatic use. Students have demonstrated an understanding of safe and sensible technology use, and the expectations that come with the privilege of having access to such a wide range of tools, including large sets of laptops, iPads and robotic equipment.

The Junior Learning Centre Team – Callum Herley, Amanda Jones, Belinda Dooley, Hamish Buchanan, Jessica Bell

MIDDLE HOMESTEAD:

In the 3/4 learning centre this term we are building the foundations for a year of academic and personal growth. We will be working hard to establish our high expectations, work ethic, positive attitude, and a consistent approach to goal setting.

Our CAFÉ reading program reinforces and further develops reading strategies taught in previous years. All students have co-developed goals linked to an area from the CAFÉ menu. They will reflect on their own reading skills regularly as well as participate in guided groups, peer feedback partnerships, and reading conferences with their teacher to monitor progress.

Narrative texts have been the focus for our reading and writing so far, as we approach persuasive writing later this term. We use a selection of quality texts to model writing genres and examine text features. Exploring character and plot development within a narrative text structure develops students' ability to apply skills and identify strategies to up level their own writing. All students have selected their own writing goals while conferencing with their teacher, and will be focussing on these areas of improvement throughout the term. This term for spelling, we will continue to use the soundwaves spelling program. Each week we will be focusing on a different phoneme, and the many graphemes that can be used to create that sound.

Mathematics in Term One sees us explore number and place value, addition and subtraction, location, length, perimeter, and decimals. Students will be encouraged to consolidate their understanding of topics taught previously by moving from concrete materials to abstract ideas. At the commencement of each topic students will choose a maths learning goal, and will be asked to reflect on their achievements at the conclusion of the teaching week/s. We also have a strong focus on problem solving, with a designated lesson each week assigned to teaching specific strategies.

Our Inquiry topic this term 'I am, you are, we are Australian' sees students exploring the celebrations, traditions, and achievements of Australians. Students will explore, compare, and contrast these to the rest of the world. Students also develop critical thinking skills and strategies for working collaboratively in teams to complete tasks. First, we will unpack what it means to be Australian, before delving into the accomplishments of our citizens, and the ways in which we remember them. In small groups, students will investigate a distinguished Australian, presenting their findings to the grade in the mode of their choice.

Emotional literacy, personal strengths and positive coping are the focal points of our wellbeing program this term. The students have thoroughly enjoyed the Resilience, Rights, and Respectful Relationships curriculum program so far, and we look forward to exploring these topics more deeply this term.

Our STEAM focus this term is one of independence; consolidating the skills necessary for success in the year ahead. We are continuing to strive for integration of STEAM throughout all curriculum areas, incorporating concepts in our Inquiry topic, reading and maths lessons, and beyond.

We are also very excited to participate in house athletics, house swimming, hockey clinics, and are looking forward to a visit from the St Kilda Football Club later this term!

SENIOR HOMESTEAD:

The 2019 Level 5 and 6 learning program incorporates the curriculum areas of English, Mathematics, Science, LOTE (Italian), Technologies, The Humanities (Civics and Citizenship, Geography, History and Economics), Health and Physical Education, the Resilience, Rights and Respectful Relationships pro-gram, and the Arts. The cross curriculum priorities of Creative and Critical Thinking, Ethical, Intercultural, Personal and Social Capabilities are integrated across all curriculum areas. The teachers at Frankston Heights are well versed in utilising the curriculum to fully support your child's academic, social and emotional development.

Literacy

The English program integrates the three areas of reading and viewing, writing and speaking and listening to further develop student's literacy skills. Students participate in twelve literacy sessions a week which incorporate CAFÉ reading, VOICES writing, spelling and a dedicated library session.

Reading

The reading program is designed to foster a love of literature and of reading for information and enjoyment. Comprehension is a key focus. CAFÉ Reading (Comprehension, Accuracy, Fluency and Expanding Vocabulary) is used to reinforce and further develop your child's reading strategies. All students have a copy of a CAFÉ menu in their reading journal that highlights achieved goals and strategies they are currently focusing on. Learning goals are personalised to the reading needs of the student. Each CAFÉ session focuses on a particular skill, which is chosen from the 'CAFÉ Menu'.

Writing

In the writing program, students continue to develop their writing craft through the exploration of a variety of text types, including; narratives, procedural texts, information reports, persuasive texts, personal recounts and poetry. The **VOICES** writing model is used to help students learn the specific skills necessary to develop their writing. It identifies the key components of quality writing which are explicitly taught to students.

The VOICES lesson structure includes: a mini lesson; independent writing, where students practise the writing task learned in the mini lesson and the teacher works with a focus group on a particular strategy and author's feedback. Teachers work with students to set realistic and relevant writing goals based on their current learning needs.

Spelling

FHPS uses the Soundwaves spelling program to support the development of spelling and language concepts. All concepts are covered multiple times throughout the year to reinforce learning. Spelling is integrated through lessons to make it purposeful, effective and meaningful for our learners. This year we will also specifically focussing on teaching the etymology of words which is the root words and word origins of words. Knowing the history and purpose of words has been proven to improve the spelling and vocabulary of students.

Numeracy

At FHPS we aim to develop numerate young citizens with the lifelong skills needed for success in education, employment and every day situations. Our mathematics approach incorporates:

- Flexible groupings that cater for different learners with different needs
- Open ended problem solving that prepares students for the application of mathematics in the real world.
- Technology and resources that support the teaching and learning. We use many different resources to move concepts from material (physical) to abstract (numbers) to help students develop a greater understanding.

- Development of a Growth Mindset to promote a 'can do' attitude with-in students.
- Assessment to assess the students' understanding, plan for the learning and further guide teaching.

Inquiry

Our Inquiry topic for term 1 is **Democracy Rules** The unit focuses on the curriculum areas of Civics and Citizenship, History, Personal and Social, Ethical, Critical and Creative Thinking, Intercultural, and Digital technologies.

Driving questions:

- Who needs rules? What is anarchy/utopia?
- Why do we have rules/ laws?
- What is the difference between a rule and a law?
- Who is responsible for making the rules?
- Who is responsible for enforcing the rules?
- Can laws be changed?

Wellbeing - RRRR

At F.H.P.S we are a lead school in Australia for the **Resilience, Rights and Respectful Relation-ships curriculum**. We have adopted a whole school approach to the program, so it is taught across all year level in 1 x 50-minute session per week. There are 7 topics in the curriculum, which we will be covering throughout the year. The topics we will be covering in term 1 are: Emotional Literacy and personal strengths. These topics are designed to build the emotional capacity and understanding of our students whilst also building upon their resilience and self-awareness.

STEAM

STEAM area report

The work for STEAM started even before the school year commenced. We have installed 2 new state of the art interactive whiteboards in the classrooms and completed setting up an automated presentation system in the new library.

We have also been deploying numerous student devices. 150 laptops and 30 iPads bring our total number to over 350, almost a ratio of 1:1. Along with that, we have also purchased new programmable robots (BeeBots, BlueBots, Spheros and Probots) to further develop our coding program.

In addition, we have purchased a collection of electronic kits, wiring systems, solar powered charges, electric motors and 'MakerSpace' resources to encourage students to develop the design tech (engineering, creating and making) skills. This combined the traditional woodwork and metal work classes with new exciting things such as electrics and other digital possibilities.

Teachers are looking forward to using these new resources to bolster the already great teaching and learning in STEAM. We are also continuing to develop units across the school which encourage cross-curricular links between literacy, numeracy, inquiry topics and all areas of STEAM. This will be further developed, refined and evaluated resulting in project-based problem solving across the school.

ITALIAN:

Foundation

In Term 1, students in Foundation will familiarise themselves with the Italian alphabet. They will be presented with greetings and courtesies. Students will be introduced to words associated with animals in Italian.

Junior

In Term 1, Year 1 and 2s will revise and consolidate greetings and numbers (0-30). Students will learn language related to the topics of Animals. They will also be introduced to elements of the Italian Carnival.

Middle

Students at levels 3 and 4 are practising language associated with greetings. They will learn how to ask for and tell the date in Italian. Finally, they will consolidate key phrases relating to introductions.

Senior

At Levels 5 and 6, students will explore language to talk about themselves. They will practise introductions and language related to feelings. Students will also learn aspects of the geography of Italy.

SCIENCE:

Foundation – “What’s it made of?”

They begin by looking at maps and the environment around them. Firstly in the classroom, then the playground and on to the community they live in. They will be investigating through their 5 senses the types of materials things are made with. Towards the end of the unit they start asking why certain objects may be made with this material.

Junior – “All mixed up”

This unit is all about how everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes. This is a fun and hands on investigation where children get to observe chocolate melting, popcorn popping and touching gooey mixtures.

Middle: The middle students are working through a chemistry unit looking at what happens to different objects and substances when they are exposed to heat. They will investigate what changes can occur to the state of a substance under hot conditions, such as an ice-block turning into water and water into steam.

Senior: The Senior students are also completing a chemistry unit; their focus is on the states of matter and the differences between the three main states. They will look into the properties of solids, liquids and gases. They will design and conduct their own investigation into the differences between solids, liquids and gases; learning how to write a lab report in the process.

PE and SPORT:

Foundation: During Term 1 the Prep students will be introduced to many new games during their 'Learning to Play' unit. They will also begin working through some fundamental motor skills (FMS), such as running and jumping. Through their PMP program run by their own teachers the students will also practice climbing, crawling, balancing, throwing and swinging skills.

Junior: The Junior students will be working through a number of fundamental movement skills, looking at both dodging and kicking. They will extend their kicking skills through the game of kickball. During Friday Sport the Junior students will complete a number of athletics activities including, hurdles, sprints, shot-put and discus.

Middle/Senior: Both the Middle and Senior students will participate in their bi-annual fitness testing, looking at the various fitness components of aerobic capacity, flexibility, muscular endurance, strength and power. The students will also complete a T-ball unit, looking at the skills of throwing, catching and hitting. During their Friday sport sessions there will be a big focus on athletics, with the students completing rotations of different athletics events.

The Middle and Senior Students will also participate in both House Athletics and House Swimming. These two carnivals will give the students an opportunity to participate in a number of different events and have fun cheering on their fellow House team members.

THE ARTS:

The focus in the Arts this semester is on the Circus, inspired by our whole school production titled 'The Greatest Show on Earth'. We will be performing two shows this year on Wednesday 17th July and Thursday 18th July at the Frankston Arts Centre.

During Visual Arts sessions students will look at the colours, shapes, pattern and textures associated with the circus while developing their practical and observational skills. Imagination will also be encouraged when creating expressive artworks.

Skills to be focused on this term include;

- Foundation – drawing, painting, modelling, and collage
- Years 1 and 2- drawing, painting, collage and construction
- Years 3 and 4 - drawing, painting, collage, threads and textiles
- Years 5 and 6 - drawing, painting and collage. Art appreciation and history.

During Performing Arts sessions, students will be developing their drama skills through a range of freeze frames, structured improvisation and scripted drama tasks, as well as preparing for their class performances for the production. Students will be encouraged to perform in small groups and as a whole class.

The focus in each area will be:

- Foundation – Rhythm, Rhyme and Movement using Nursery Rhymes.
- Levels 1 & 2 – Rhythm, Rhyme and Movement based on 'If I Ran a Circus...' by Dr. Seuss.
- Levels 3 & 4 – Creating their own original Clown Skits in pairs.
- Levels 5 & 6 – Creating their own Promotional Video for our school production 'The Greatest Show on Earth'.