



## CHELTENHAM PRIMARY SCHOOL COUNCIL EDUCATION SUB-COMMITTEE REPORT

**15-3-16**

Report dissemination to CPS website:

Members: Staff: Brett Page, Todd Cummins, Daniel Harrington, Christine Day

Parents: Kath Shield, Derek Screen

| ITEM   | DETAILS  |        | A<br>[Recomm |
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| 1. Apologies   | None   |        |              |
| 2. Previous report   | None for 2016  |        |              |
| 3. Correspondence  | [Brief details of each item]   | Action |              |
|  | None   |        |              |
| 4. General Business:   |  |        |              |
| <ul style="list-style-type: none"> <li>• Junior School Report</li> </ul> | <p>The You Can Do It topic for this term is Confidence</p> <p><b>Foundation Report: Chris Day</b></p> <p>The Prep Transition to school has been very smooth. The preps have settled in well after the first few weeks. They are beginning to enjoy exploring their new learning environment. The preps have met their ‘buddies’ from Year 5 and 6 and have had several sessions getting to know each other. The preps finished the School Entry Assessment in one block during the first five days of school and have been at school full-time for the last five weeks. Each prep and parent had an individual assessment and interview. Parents attend the assessment sessions to gain feedback on their child’s entry skill level and to share information regarding their child.</p> <p>The School Entry Assessment data was collated and results used to inform prep staff of the entry level of their students. There are six literacy sub-tests to determine entry levels in Speaking and Listening, Reading and Writing. The Numeracy</p> |        |              |

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|  | <p>assessment covers number, measurement, spatial concepts and problem solving..</p> <p>The Preps are sharing information about their families, siblings, homes and pets. They are learning about family connections and differences.</p> <p>The Prep newsletter has been very well received and covers all aspects of school and classroom organisation and upcoming events.</p> <p>The Preps enjoyed their first incursion- Drama Toolbox - Under the Sea, immersing themselves in the role play and costuming.</p> <p>Parent Helpers commenced this week.</p> <p>The 2016 Prep K-P Transition survey will be sent out this week.</p> <p><b>Year 1-2 Report: Brett Page</b></p> <p>Grades 1 and 2 have focused on <b>Community</b> as their main term theme. The classes have been on an excursion to three businesses in Charman Road (Cheltenham First Pharmacy, Baker's Delight Bakery and the Bendigo Bank). They now understand what the businesses do, how bread is baked and that all the 3 businesses are strongly committed to assisting the local community. Back in the classroom, the children have been investigating all the different types of people that make up community.</p> <p>In Literacy, teachers are concentrating on developing handwriting skills and creating a solid foundation for spelling rules (Write to read program), writing structure (7 Steps to Writing Success program), grammar and formal presentations. Likewise, in Mathematics, the term is being devoted mostly to mastering <i>Place Value</i> to 2-3 digits. Activities revolve around understanding the use for hundreds, tens and ones columns. Finding the value of a digit in a number, writing numbers from oral instructions, numbers that add up to ten, guessing a number from clues, writing extended notation and knowing numbers before and after it.</p> <p>Some time is being invested in Location with regard to describing position (beside, below etc.), giving directions (2 paces to the left etc.), finding shortest routes and giving locations with grid references.</p> <p>Teachers are placing strong expectations on manners, effort and behaviour through education and following up on any incidents.</p> |
| <ul style="list-style-type: none"> <li>• Middle School Report</li> </ul> | <p><b>Years 3&amp;4 Report: Todd Cummins</b></p> <p>The grade 3's and 4s have enjoyed a range of new and interesting activities. The Middle School integrated focus for term one has been 'Australia and Beyond!' Ttudents have learned about Australia's states and territories including natural and human features as well as locating and comparing Australia's neighbouring countries and their characteristics.</p>   |

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|  | <p>Students have also looked at change and continuity over time in our local area such as Ricketts Point. Grade 3/4 students participated in a day excursion to nearby Ricketts Point with guidance from The Gould League. Students scoured the rock pools and coastal formations on the famous Beaumaris beach. It was a wonderful day and provided a fantastic hands on learning opportunity for students and teachers!</p> <p>Middle School literacy sessions in term one and two have struck a nice balance between the core elements of grammar, reading, writing, and comprehension. With a particular focus on narrative and persuasive writing, students have been investigating the way in which these different forms of writing should be structured for an intended audience. Rotations have formed a large component of our literacy studies, with iPads, laptops STARS Comprehension, Reciprocal Reading, and Grammar books just some of the activities provided. Furthermore, the continued presence of VCOP and The Seven Steps to Writing Success in our teaching practice has challenged students to expand their database of interesting vocabulary, connectives, and sizzling starts to name a few. Term one Write 2 Read lessons have been conducted in class focusing on the rules; formal grouped lessons commence in term two.</p> <p>In Mathematics, students have covered topics including place value, addition and subtraction, chance and data, 2D and 3D objects, area and perimeter, and multiplication and division. The use of Peter Sullivan’s mathematical strategies has been a constant throughout term one and two; where the focus is to provide students with a range of different techniques and strategies to overcome numeracy problems. Furthermore, making sure students are exposed to a variety of fun and interactive games during these sessions has been a key focus for the middle school team and students have enjoyed their exposure to the lighter side of numeracy.</p> |
| <ul style="list-style-type: none"> <li>• Senior School Report</li> </ul> | <p><b>Year 5&amp;6- Daniel Harrington</b></p> <p>The Senior School has been exploring the concept of how sudden geological or meteorological changes on the Earth can cause devastating natural disasters, affecting people all over the planet. The students have enjoyed researching and sharing their understanding of a range of disasters, and their cause and effect on human life. They enjoyed a ‘Hands on Science’ incursion where they were presented with engaging models of weather activity, tectonic plate movement and a range of other global change models.</p> <p>In literacy there has been a continued focus on developing the students comprehension, grammar and writing skills. We have established literacy rotations targeting grammar and</p>   |

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|   | <p>comprehension through reciprocal reading groups, grammar focus activities, and comprehension and digital literacy tasks. In writing the students have been composing an autobiography of their life, highlight the exciting moments and funny anecdotes. They have been incorporating the Seven Steps to Writing success to create an engaging piece. Furthermore, they are researching a natural disaster and writing an information report to inform their classmates of the disaster.</p> <p>In Mathematics we have worked on number and place value this term with a focus on developing a range of mental and written strategies for solving addition and subtraction problems. The students have been challenged to utilise a range of strategies to solve problems and apply the strategy that best fits the question. They have been looking for 'shortcuts' in their problem solving to become more efficient mathematicians. To check the accuracy of their Maths, they have double checked their calculations through using the inverse operation. For the final part of the term the senior school will be exploring area and perimeter of regular shapes.</p> |
| <ul style="list-style-type: none"> <li>• <b>PE report:</b></li> </ul> | <p><b>Hayden McLennan</b></p> <p>The Focus for PE in Term 1 is on whole body coordination, throwing, catching, shooting and kicking which was incorporated into minor games, basketball, netball, soccer and vortex games. We had an incursion from Sabres Basketball who worked on basketball skills with all students from Grades 1-6. Selected students from Grades 3-6 competed in the Swimming District Trials and Competition day held at Bayside Aquatics Centre, Mentone. We also had two outstanding students compete in the Division Swimming Carnival. All Grade 5 and 6 students competed in 4 rounds of Interschool Sport and the Lightning Premiership Day in Kanga Cricket, Tee Ball, Volley stars and Hotshots Tennis.</p>  |
| <ul style="list-style-type: none"> <li>• <b>LOTE:</b></li> </ul>      | <p><b>Emma Pfeiffer</b></p> <p>Term one in LOTE for the <b>Junior school</b> has been introducing France and the French Language. They have learnt a French song 'Bonjour Mes Amis' as well as common greetings and phrases. They have looked at maps of the world, Europe and France and discussed where Australia is, places they have been to and how you would travel to Europe and how long it would take.</p> <p><b>In the Middle School</b> the Year 3-4's have also been introduced to France, learning about its location in the world and doing some map work on Europe. They have watched video clips of Paris and France as a destination and discussed what it is like there and what you could visit.</p> <p><b>The Grade 5s</b> have been introduced to both Indonesia and France this term, we have watched videos, looked at maps and researched each country, they have completed maps of the areas and their neighbouring countries, using the internet on the LOTE laptops to help</p>  |

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|   | <p>them. Once they have finished their research they will choose either Indonesian or French as a language to learn next term.</p> <p><b>The Grade 6s</b> have been tested on their knowledge of the country of the language they have been learning about (France, Italy, Germany, Spain) and completed a country fact sheet initially using their prior knowledge and then checked it using the laptops on the internet. They have also completed maps of their countries using the internet to help them.</p>   |
| <ul style="list-style-type: none"> <li>• <b>ART:</b></li> </ul> | <p><b>Carol Kozlowski</b></p> <p><u>PREP</u></p> <p>The preps have been introduced to the layout of the Art Room, the safety rules and the need to Respect our resources. They have used a variety of medium firstly using textas to colour in their folio. They have also created a self- portrait in the Matisse style using poster paint. Working as a collaborative group of three they painted their house and garden to complement their unit on Family. After discussing the coming of Autumn the children used permanent markers to make Autumn leaves on used CDs and we have created our own Autumn Fantasy Tree outside the toilet area. They will be making an Easter card and rabbit using glue and scissors.</p> <p><u>Grade Ones and Twos:</u></p> <p>The Grade ½'s began enthusiastically this year. We created a future portrait... 'What I will be when I grow up'. After looking at 'The woman in Gold' by Gustav Klimt the children created a patterned background and cut out their own image to incorporate into the finished work. The children are at the moment working in collaboration to create a city of community buildings to complement their unit on community. This will be displayed outside the Toilet area. They too will be making an Easter card. Grade ½'s will create poppies in the style of Dale Chihuly's macchia style. These will be displayed in the pharmacy window with LED tea candles along with Grade 6 soldiers to remember the ANZACS.</p> <p><u>Grade Threes and Fours:</u></p> <p>The students in grade 3 and 4 firstly created their portrait using words and poster paints. To complement their unit on Australia and its environments they have looked at the style of Ken Done and using water colour paints replicated a Sydney Harbour Bridge painting. They also discussed rainforests, the colour and movement within and created a rain forest painting. The National gallery has an Andy Warhol exhibition at the moment and the children looked at his style of paintings... especially his paintings and drawings of grocery products. Children observed some products and tried to draw their own and complete it using poster paint.</p> <p><u>Grade Fives.</u></p> <p>The students in grade 5 have worked in collaboration to complete a large grade jigsaw using Picasso as their influence. They then studied Evard Munch's painting.... The Scream and created a background in a similar style. They used an IPAD to take a photo posed in a scream mode and then cut it out after printing to complete their work. In class they are studying natural disasters...we looked at examples of artists impressions of volcanoes, earthquakes, flood, tornadoes,</p> |

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|  | <p>hurricanes, fire and drought. Children could choose either to work collaboratively or individually to create their own using whichever medium they felt would be more effective.</p> <p><u>Grade 6</u></p> <p>The students in grade 6 completed a self - portrait using newspaper and water colours... these were very effective.</p> <p>After studying the portrait styles of Henri Matisse, Pablo Picasso and Roy Lichtenstein they designed a portrait in one of those styles. They then created a 'Living Portrait' Art work by painting this on a partner's face using face paint. Their completed portrait was photographed, printed and mounted. We have been asked to create an ANZAC display in the Pharmacy window across the road from school again this year. The grade 6 children are re- creating the Gallipoli trenches using modroc figures created in the style of Alberto Giacometti. Some children will also work collaboratively to paint a painting to be used as a backdrop.</p> <p>As you can see we continue to be very busy in the art room. All children participate enthusiastically and I hope all parents can take some time to wander around the school to see the student's wonderful work. I have also joined Cheltenham Primary School along with many Victorian schools in supporting the 'Have a Heart for Cambodia 2016'. We will choose 3 pieces of Art work to be displayed and Silent auctioned off at Federation Square in July. The theme is 'Our Sunset, our World' and we will probably create a large collaborative Cityscape Mosaic by Grade 6 students, a water colour rainbow forest painting by Grade 4's and a collaborative piece by Grade 5's ( unsure at this stage). I will keep you all posted as I find out more information.</p> |
| <ul style="list-style-type: none"> <li>• <b>SCIENCE &amp; LITERACY/ NUMERACY SUPPORT:</b></li> </ul> | <p><b>Andrea Kinsey</b></p> <p>The students in Prep are focusing on the concept of observation. They used a magnifying glass to observe objects around their playground and have identified various objects outside the science room using partial photographs.</p> <p>The students in <b>Grades 1 &amp; 2</b> are focusing on the wind. They have made a wind meter, a wind sock and a kite.</p> <p>The students in <b>Grades 3 &amp; 4</b> are investigating shapes are how they are important in construction and building. Initially the students had to make a building structure using 24 toothpicks and plasticene. Then the students had to design paper bridges that could hold at least 50 10c coins. Next they had to make a chair out of newspaper and masking tape and experimented with the amount of weight each chair could hold.</p> <p>The students in <b>Grade 5</b> are investigating earthquakes. They have studied the Earth's layers, plate tectonics and seismic waves through a variety of experiments.</p> <p>The students in <b>Grade 6</b> have experienced a rotation of electricity activities to assist with their solar boat designs. They have drawn labelled designs and are currently in the process of making their hulls.</p>  |

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|  | <p><b>Literacy support</b> has commenced with a number of students in Grades 1 &amp; 2. Support is provided in reading, spelling and writing. Write to Read is reinforced in these sessions.</p> <p><b>Numeracy support</b> has commenced with the students in Grades 3 &amp; 4. A hands-on approach is being used with the students participating in a variety of activities and games. The students have been focusing on place value and counting to 1000 and beyond.</p>  |
| <ul style="list-style-type: none"> <li><b>PERFORMING ARTS:</b></li> </ul>          | <p><b>Helen Griffiths</b></p> <p><b>Junior School:</b> All grades working on class item for our concert “Trip of a Lifetime”. Also a drama game and rhythm reading drill</p> <p><b>Middle School</b><br/>Recorder: drills, tunes by ear (hot cross buns, mary had a little lamb, Clair de la Lune)<br/>Reading music (B, D, A) – tunes from Recorder Rock &amp; Roll<br/>Notation – Learn to draw treble clef and notation on a music stave<br/>Drama Games – Birdie on a Perch, Captains Calling, Wink Murder etc</p> <p><b>Senior School</b><br/>Recorder: As above with more advanced tunes. Extension students on harder tunes: Bob the Builder, Here’s a health unto his majesty, Jingle Bells duet<br/>Composition – Notation exercise<br/>Write an 8 bar melody using B,D to a given rhythm<br/>Drama Games – As above</p> <p><b>BAND</b> - 50 students in the Band<br/>Mrs Fitzgerald assisting at rehearsals<br/>Visiting Band Leader from America – John Davis coming Thursday March 17 to work with our band and to observe the work done in schools across Victoria</p> |
| <ul style="list-style-type: none"> <li>Professional Development - staff</li> </ul> | <p><b>STAFF PROFESSIONAL DEVELOPMENT:</b></p> <p><b>Whole staff PD:</b><br/>9 March SSS referral process (Peter Wilson) and Mathematics PLT</p> <p><b>Individual PD</b><br/>10 February OHS Audit (David Senior, Brett Page) – all day<br/>12 February Write2Read training (Bronwyn Fitzgerald) : 19 February, 26 February<br/>22 February Assessment, SPA Markbook (Jess Coles, Daniel Harrington, Andi Carlisle, Todd Cummins) – 3 hours per person<br/>26 February, Health and PE Conference (Hayden McClennan) – all day<br/>29 February, COMPASS (Steve Hogan, Daniel Harrington) – half day<br/>7 March, Steps to Sustainability Conference (Holly Smith) – all day<br/>7-8 March, iPad Toolbox for the Classroom (Felicity Wyatt) – two days<br/>9 March Digital Technology (Bronwyn Fitzgerald, Daniel Harrington) – half day coaching</p> <p><b>Principal Class PD:</b><br/>10 February – OHS Audit<br/>11 February – Beachside Principal network meeting – 3 hours</p>  |

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|  | 22 February – Annual Implementation Plan for Principals – 3 hours<br>3 March – Resilience toolkit, Andrew Fuller breakfast meeting – 1.5hours<br>7 March – Bayside Peninsula Principal Forum – all day |  |
| <ul style="list-style-type: none"> <li>Professional Development - Community</li> </ul> | <b>PARENT DEVELOPMENT:</b>   |  |
| <ul style="list-style-type: none"> <li></li> </ul>                                     | <b>TRANSITION K-P: CHRIS DAY</b>   |  |
| <ul style="list-style-type: none"> <li>Reporting to Parents</li> </ul>                 | <ul style="list-style-type: none"> <li></li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Events/Activities</li> </ul>                    | <ul style="list-style-type: none"> <li></li> </ul>   |  |
| <b>Policies 2016:</b>  |  |  |
| <b>5. Recommendations</b>  | <b>Brief Details</b>   |  |
|  |  | <b>Motion:</b><br>Moved:<br>Seconded:<br>Carried |
| <b>Convenor of Sub-committee</b>   | Christine Day  | <b>Signature:</b>                                |