

18 July 2014

Olinda Primary School

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Olinda 3788

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Upcoming Events

July 22

3 way learning conferences

July 24

3 way learning conferences

July 25

3 way learning conferences

August 4

Excursion to Sassafras Primary

August 17

Olinda Sylvan fun run fundraiser. Please contact Sue Fraser

August 27

School Council Meeting

September 15

School Review Day

September 17

School Council Meeting

September 19

End of term - Children finish

School Self Evaluation

This term the school will undertake a self-evaluation and review of the previous School Strategic plan 2010 – 2013. Key targets, milestones and implementation strategies will be evaluated and the outcomes will direct the future planning for the school.

The school purpose, philosophy, learning goals, targets and expectations for the next four years will be discussed, documented and put in place by students, staff and the community.

Student learning, wellbeing, engagement, transitions and staff professional practice and knowledge will be important components of the new Strategic Plan 2014 – 2017.

Draft self-evaluation and review documents are available from Cornelia Sheeran for your perusal. Please ask Cornelia if you wish to see the drafts. Any ideas, suggestions and recommendations would be appreciated and included. The final documents will be forwarded to the lead reviewer later in the term.

The school review is conducted by an independent reviewer. The review panel will include peer principals and other education professionals. The Principal, teaching staff and School Council President are also members of the review panel. The review day is Monday 15 September.

The following information is taken from the self-evaluation document. Staff, parents and community members are welcome to contribute to the information reviewed and presented to the review team.

What do we teach?

The curriculum at Olinda Primary School incorporates the key learning areas as determined by the Department of Education and Early Childhood Development (DEECD) and the Victorian Curriculum and Assessment Authority (VCAA).

Key learning areas - English, Mathematics, The Arts, Languages, The Humanities, Science, Health and Physical Education, Personal Learning, Interpersonal Development, Communication, Civics and Citizenship, Design, Creativity and Technology, Thinking Processes, Information and Communications Technology.

Explicit teaching, inquiry units, flexible learning arrangements and other modes of planning and design enables stimulating and responsive teaching to be planned and delivered to the students.

Reference to AusVELS provides the relevant and appropriate learning standards, progression points, scope and sequence charts, and planning templates. Specialist teachers (art, music, dance and drama, physical education) and community personnel and resources provide breadth of learning, experience and engagement.

How do we teach?

Range of student groupings are designed and used by teaching staff to facilitate optimum learning: multi-age, like-minded, like-ability, individual learning, whole-part-whole, student reflection are a sample of the styles used.

The following teaching arrangements and approaches are implemented at different times during the school day/week/term as appropriate to the learning and teaching program:

- Explicit teaching, Inquiry learning, student directed, teacher directed, specialist teachers and community members,
- Differentiated teaching to meet specific needs
- Targeted skill-based teaching
- Circle time, conferencing, one-on-one, coaching, role modelling,
- Data informed and evidence teaching
- Focussed learning intentions highlight the key focus and intention of specific learning and teaching activities
- Range of resources, equipment and materials – digital learning devices, software, research-based teaching frameworks (ie CAFÉ),
- High expectations are placed on both student and staff
- Whole school planning and assessment to ensure seamless and continuous learning

How do we know our students are learning?

Several modes of assessment are used to gauge, measure and track the students learning and achievements:

- Student formal assessment tasks, achievements and results recorded
- Student reflection, dialogue, engagement – anecdotal records and teacher observation
- Parent feedback – informal and formal
- Three way conferences
- Parent Teacher meetings
- Teacher professional performance and reflection

How do we provide feedback to our students and families on learning progress?

- Informal and formal communications with parents and students
- Explicit feedback, positive encouragement
- Parent teacher meetings, three-way conferences
- Written reports, anecdotal notations and reports, communication books,
- Classroom conversations, circle time, reflection
- Verbal and non-verbal interactions

What are the school goals in the School Strategic Plan 2010 to 2013?

Student Learning goal:

- *To improve student achievement and enhance consistent learning growth through the school in English and Mathematics, particularly in Writing, Spelling and Number*

Student Engagement & Wellbeing goals:

- *To strengthen students' engagement in learning and learning confidence*
- *To continue to improve student punctuality and attendance*

Student Pathways and Transition goals:

- *To improve transition programs to ensure optimal learning occurs during each student's years of schooling.*
- *To provide interesting and informative transition programs to pre-school children, promoting a smooth, confident transition to primary school.*
- *To provide year 6 students with transition opportunities and links with secondary colleges.*

Student achievements, results of student, staff and parent surveys and school involvement in the local community are reviewed and evaluated as to the effectiveness and rigour of the curriculum delivery and improvements in student learning outcomes.

Curriculum Capers

Spelling Program

Our strategies-based spelling program has started and the children have settled into their routine. Children are able to bring their spelling words home as well as their readers. If you require them to do this, please send a note book to school so they can write their words down to practice at home. It is more effective if the children learn 3 to 5 words at a time which is dependent on their ability level. They will be having 5 minutes practice per day at school and a spelling test every day. Remember when your child has spelt the word correctly 3 times on the spelling test at school the word will be written on their known words sheet. Then they will choose their next word off the list. The words on the list will be from a variety of sources such as their writing, inquiry learning and vocabulary building during reading.

Inquiry Learning

Our Inquiry Unit this term looks at physical sciences. Both classes will be linking science with literacy through push-pull investigations. They will gather evidence about how these forces act in air, water and on the ground. Students hope to identify the effect of the pull of gravity and learn that both air and water can push.

Goal Setting

This term the children are setting their own goals and thinking about the strategies they need to achieve these goals. This will be the basis for the three way conferences that are happening next week. Please fill in the time blocks that you are able to attend with your child. We are only offering three days for these conferences next week.

Fairy Tales Unit

We have a whole school fairy tale unit this term. All children will be learning the structure of fairy tales as well as writing their own. As part of this unit students will be attending a performance of Rapunzel at Sassafra primary. This will be a professional production that will help consolidate the children's learning of fractured fairy tales. **PLEASE drop your child at Sassafra Primary no later than 9:00am. Staff members will be at the gate to meet them.**

Junior Maths

This week we have been 'busting up numbers' and finding lots of ways to make numbers, e.g.: $2 + 8 = 10$, $5 + 5 = 10$ and other 10s facts. Students develop partitioning skills and increase their number fact knowledge.

In The Art Room

We hope you have enjoyed viewing the student's landscape work, looking at triptych organisation and story through art. Students are now exploring the Master Artists over time, such as Van Gogh, and trying out different styles of making art. Keep watch for some beautiful sunflowers appearing in the hall!

Music: What's the Score?

Students are jet setting around the globe with their Music passports, discovering diverse musical styles and instruments. They are looking at different purposes for making music and then making their own instrument based on their learning. The students are very excited about this hands on style of learning.

Our Teaching Team

Teaching Principal – Cornelia Sheeran

Classroom Teacher – Ashleigh Franklin

Arts Teacher – Marina Heading

Sport Teacher – Colleen Bourke

Education Support – Jay McKelvey

Drama Teacher – Sci

Quicksmart Teacher – Yo



OLINDA PRIMARY SCHOOL

Phone: 9751 1181

Fairy Tale EXCURSION

Dear Parents,

As part of our Literacy Program, we will be taking the children to Sassafras Primary School and watching a production of Rapunzel.

The children will be dropped off at Sassafras Primary School no later than 9:00 for a 9:10 start. We will be returning via public bus at 11:00

We will be using school Myki cards.

The cost of this excursion is \$10 per child.

Please return the permission slip below and payment by Friday the 25th July at the latest.

Regards, *Jay McKelvey Ashleigh Franklin, Cornelia Sheeran and Marina Heading*

Olinda Primary School – Fairy Tale EXCURSION

PERMISSION FORM

I give permission for my child/ children
..... to participate in the excursion
to Sassafra Primary School and to travel back to school by public bus.

I further give permission, where it is impractical to contact me, for the
teacher-in-charge to authorise such medical/surgical treatment as may be
necessary in case of an accident I agree to pay any costs associated with
such treatment.

Signed Date.....

Parent/Guardian Name and Contact Number/s
.....

Second Contact name and Number
.....

Payment included: \$10 per child.....



