



**Heany Park**  
PRIMARY SCHOOL

# Learning in the Classroom

## 9<sup>th</sup> March, 2017

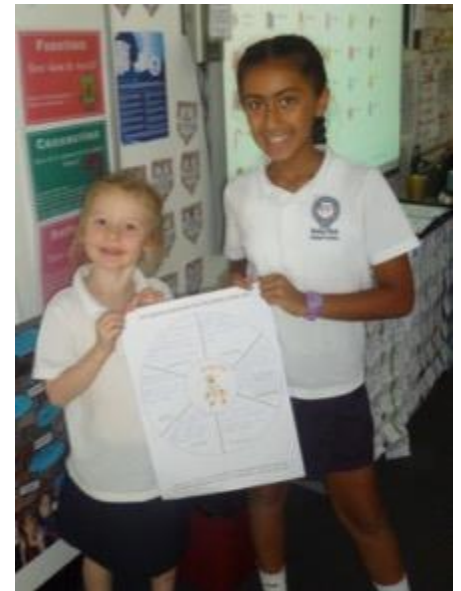
### Foundation: Who We Are

On Friday the 24<sup>th</sup> of February, the Foundation students were introduced to their Year 6 buddies for the first time! Friday was a great opportunity to meet each other and we all sat down together to introduce ourselves and have a chat over lunch.

On Monday 27<sup>th</sup> of February, we enlisted our buddy's help to complete the first summative assessment task to demonstrate our learning for this unit of inquiry "Who We Are". For this task, the Foundation students were asked to address the line of inquiry that we all have a responsibility to help each other learn. Our Foundation students discussed their responsibilities during different learning times with their Year 6 buddy who was able to write them down. We were able to record our ideas and discuss our learning with someone else which was a really valuable experience.



Just in case you were wondering, some of our responses were:  
We need to be respectful in specialist classes, Assembly and during Show and Tell – the concept of respect (from the Learner Profile) appeared quite frequently throughout. In the playground, we are responsible for ensuring we take turns on the equipment and play safely. In the classroom, our responsibilities include being open minded, concentrating on our work and learning hard! What a great job!



# Junior School: Who We Are



## Junior School – Maths

In the Junior School, we are learning to describe and draw two-dimensional shapes, with and without digital technologies. We are also learning to recognise and classify familiar two-dimensional shapes using obvious features.

Below are some photo examples of students classifying and representing two-dimensional shapes that you may see inside and outside of the classroom.



## HPPS Writing Continuum – Helping us with our Writing in the Junior School

Across the Junior School we have been introducing the Heany Park Primary School Writing Continuum to our students.

The writing continuum is a detailed list of skills and writing features that students will demonstrate at different levels. The continuum allows students to clearly see and be able to describe what they are doing well in writing and what their next steps for learning are. It is a great way for students to set goals, experience success and for their learning to be visible.



Some student reflections about using the writing continuum from our students:

“We look at the writing goals and the writing wall so we know what we are aiming for. It’s good to work in groups on the same goal too” - Madi 12P

“If we are 2 star writers, we look on the chart and we know what to try hard in – like writing on the lines to make ourselves a 3-star writer” - Catalina 12P

“The writing wall helps us because it shows us what we need to focus on and what we need to learn to help us be the best writers we can be” - Nicola 12P

## Personal Safety

In the Junior School, we are learning about Personal Safety. One of the topics we focussed on was our Safety Networks. Here we looked at all the different adults in our lives that we can talk to if we feel unsafe about something. Something we have done to help us remember that there is always someone to talk to is a helping hand.

On our helping hand we wrote the names of 5 adults in our lives that we can talk to if we feel unsafe, and to help us remember that there is nothing so bad we can’t talk about it.

Evan (1AK) chose his mum, dad, teacher, police officer and principal. Taysha (1AK) chose her mum, dad, pop, nan and brother.

Here are some example of our helping hands.





Another component of our safety unit was keeping safe on our roads. Anne from the RACV came in and spoke to the students about keeping safe as pedestrians and cyclists. After the incursion students discussed what they had learnt.

Don't be distracted by phones or chasing balls near a road. Mia 1/2M

Use a booster seat until you are 145cm tall. Ben 1/2M  
Stop, Look, Listen, Think, Go. Joshua A 1/2M

As part of our next unit on communities celebrating / remembering significant events we would like to welcome any family members that would be willing to talk to the Junior School about a significant event their family/community recognises. Please let your child's teacher know if you would like to contribute.

## Middle School: Who We Are

*During our unit of inquiry, the Middle school have been investigating the central idea 'Our Cultural experiences help shape our identity and understanding of others'.*

*As part of our learning, the students have discovered that there are observable and non-observable characteristics of culture, ie food and dress are observable, however rules and raising children are not. As part of their summative task the students were required to make their own cultural iceberg and identify their observable and non-observable cultural characteristics, which are part of them and their lives and explain how these cultural characteristics make them who they are.*



*Matthew and Asher are researching information about India. They are exploring non-observable characters of India and comparing them to themselves.*



### **Numeracy Investigation**

*Lana, Amber, Hope, Madi, David, Olivia and Matthew*

*are investigating the characteristics that make a good Graph; eg all have titles, labels for Y and X axis, gradient etc*





*Buddies: Jamie, Levi, Thomas and Will are 2017 buddies. They are working together to practice logging on to the HPPS Network, Reading Eggs and Mathletics.*



*Literacy Task: Alicia, Damon, Emma, Indy, Liam and Ethan are on a “word hunt” looking for words that make our weekly spelling sound – the Long “o” sound. These words then become part of their weekly spelling words.*

## Senior School: How We Express Ourselves



As part of our exploration of how *Popular Culture and the Media* influence the way we think and express ourselves, 5RD have been analysing a variety of print and multi-media texts. We made connections to a page of articles in the Herald Sun Newspaper about cultural diversity, under the main heading, ‘We’re all in this together.’ We agreed that the purpose of the articles was to promote unity and strength in cultural diversity. The target audience was all Victorians and the main message of the text was to embrace our diversity and work

together to build a Victoria we can all be proud of. Responding to this text, students in the class reflected on and shared their own cultural backgrounds. We discovered that we have people connected to the following backgrounds in our class: Greek, Hungarian, Chilean, Macedonian, English,

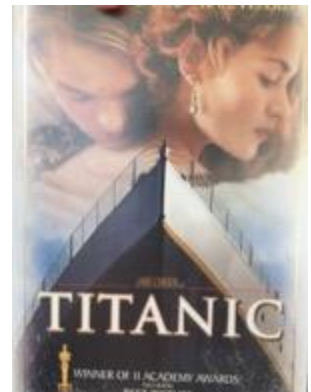
Indian, Afghani, Iranian, Egyptian, Dutch, Malaysian, American, Cambodian, Chinese, Scottish, Indonesian, Sri Lankan, Turkish, Italian, Burmese, Serbian, Pakistani, Philippine and Australian. We are truly a multicultural learning community.

Students in Year 6 found popular culture items as a homework task across a range of media forms (printed advertisements, advertisements on television and in magazines, books, videos, music and posters) and were asked to comment about the features of these items and how they could influence the way we think and feel. Each student shared this homework task and reported back to the Year 6 group. The presentations were informative and clarified our understanding of the unit of inquiry.

Here are a number of items that were viewed and what students said about each item in relation to the central idea behind our unit of inquiry – How We Express Ourselves.



Olivia thinks that the Coca-Cola ads influence people to drink the product. The writing on the bottle is fancy and encourages people to buy it.



Harisan thinks that the movie the Titanic makes people sad because so many people died. The movie has actors in it that are popular and lots of people want to watch them in it.



Jade feels that the Rubik cube was popular and when you learnt to solve it everyone thought you were great at solving problems. The colours of it are bright and people are attracted to these colours and it tests your strategies and skills. It feels like a stress ball but it could be stressful for some to solve.



Chloe said that this old advertisement because this was the type of doll that was new in those days. It had features such as being able to talk. The ad in the paper made people want to buy it.



Melissa G. thinks this album is by the popular singer John Farnham who is well known by people in their 50's. People like his singing because he has a deep voice and he sang songs that were easy to sing along to and people remember them and they are catchy.