



LEARNING IN THE CLASSROOM

FOUNDATION: HOW WE ORGANISE OURSELVES



Inquiry - Communities rely on people fulfilling different kinds of roles to function

Foundation students have been setting up community spaces in the classroom to explore the lines of inquiry; 'Roles of people that are members of our community' and 'How communities are organised.' Students determined and shared the responsibility of choosing the areas, which included a shop, a hospital, a vet, a school, a bank, a library (that secretly hides a superhero cave) and various emergency services such as police, fire and ambulance officers. The students have been enjoying playing roles in the community and interacting with different scenarios to examine how a community functions.

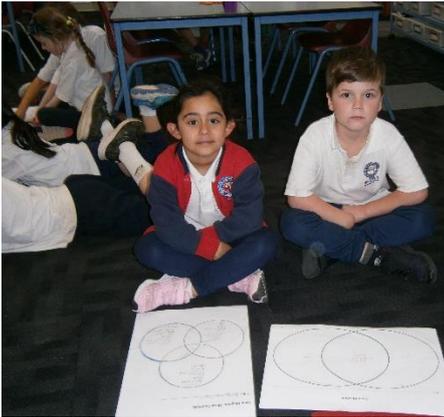
In the photos you can see Seb the zoo keeper with Hayley the lion, Sam, Ezra and Ella the shop keepers waiting for their customers to make their selections, and Dr Isla and nurse Layla tending to their patient, Scarlett.



In Writing, the Foundation students have been learning to write information reports. In order to scaffold the process, we have been using many non-fiction texts to help us learn about what facts are and how labelled diagrams help to add to the detail of the text and provide the reader with more information. The students in 0SB had a great time learning how to label their teacher! Students then had a chance to draw their own self-portrait and label their body parts.



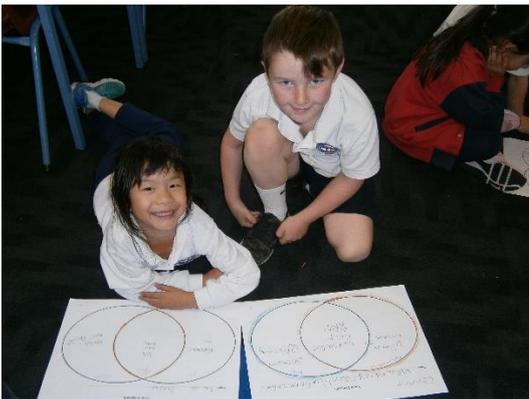
JUNIOR SCHOOL: WHERE WE ARE IN PLACE AND TIME



The Junior Schools summative task for Unit 2 required students to prepare a list of open questions, conduct interviews with two or three different generations, record the responses on 2 or 3 way Venn diagram. The students discovered some differences and



similarities between the generations of their families. Students in 1/2W shared their findings with their classmates and peers in another Junior grade. Students practiced reflective speaking and listening skills and reported back to the class about what was shared and what they found interesting.



Student thoughts:

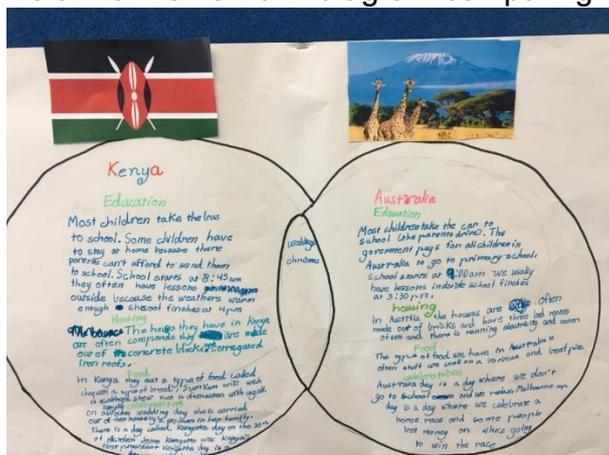
Jacob: I learnt that in a Venn diagram the two or three circles cross over each other. I enjoyed finding out about other people's parents and grandparents.

Arman: I found out that my partners family all enjoy the same favourite food just like me, my parents and grandparents all have the same favourite food.

MIDDLE SCHOOL: SHARING THE PLANET

Our previous unit of inquiry focused on the risks and challenges children around the world faced. As part of their summative task students had to compare the life of a child in Australia to that of another child in the world.

Below is Aran's Venn diagram comparing life in Kenya to that in Australia.



After completing the unit students reflected on what they learnt, found interesting and still wondered. Below is a sample of the student's reflections.

Joshua still wonders "Why are some countries rich and some poor?"

Abby learnt "Some children don't go to school as long as we do"

Xavier wonders, "In Indonesia how do some people

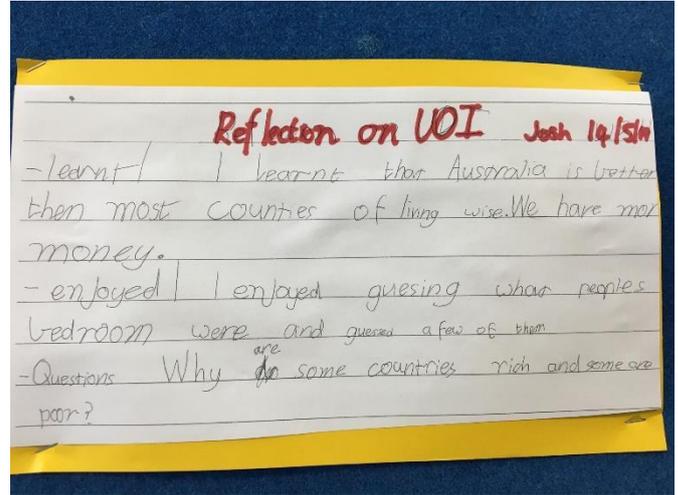
only earn 20 cents and how do they buy food and water?"

Roland enjoyed reading the books on the topic to find out facts.

Taysha discovered, "Not everyone has enough food and water and some don't have homes."

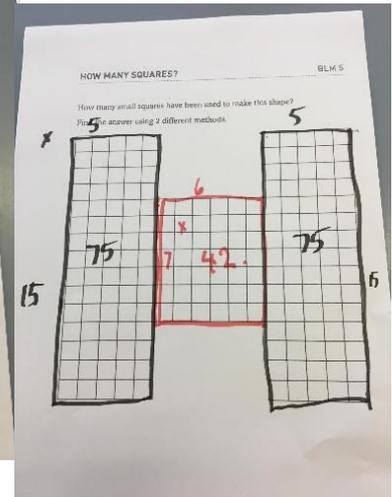
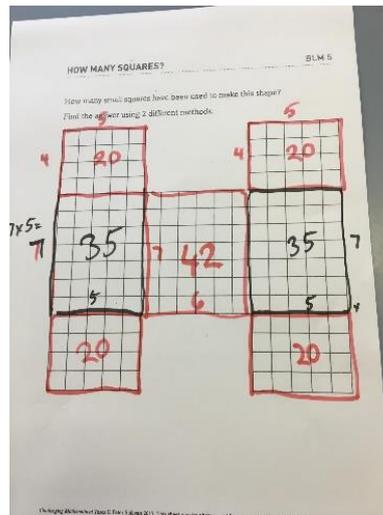
Arien "I learnt that there are poor countries that don't have food or water so that means that we are very lucky to have this stuff."

Aran, "I learnt that children start and end school at different times to us and some children live in compounds that have no electricity."



NUMERACY: In Maths students have been working on the links between multiplication and division. They have been making arrays and using fact family knowledge to solve problems.

Students were posed a problem with arrays and asked to explore the most effective ways to count the number of squares. They then shared their results with the class. Below are two strategies some students shared.

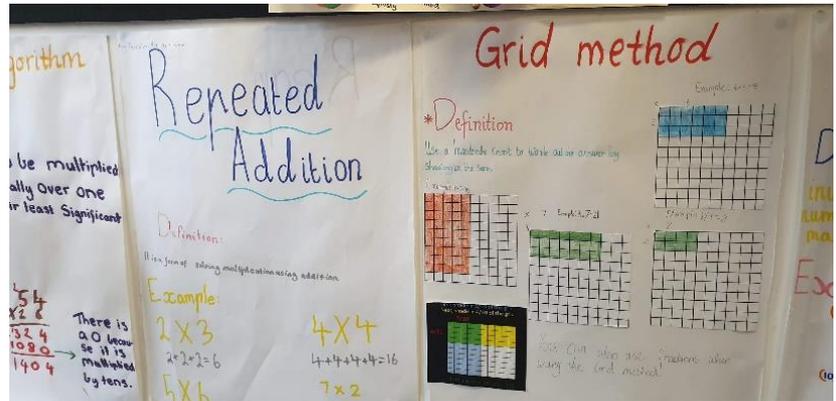


SENIOR SCHOOL: HOW WE ORGANISE OURSELVES



Senior students have been researching, writing and preparing for their Rowville Rotary Speeches. The best two speeches from each class will be short listed. These 10 students will then present their speech to the senior cohort and two will be selected to represent Heany Park Primary School at the the Rotary Speech Competition.

In Numeracy, students have just finished a comprehensive unit on Multiplication and Division. Students learnt a number of new games to help with their automaticity for multiplication facts. Our current Unit of Inquiry has a huge emphasis on Financial Mathematics. Students spent a week working on Budgeting, e.g. going to the city with a set amount of money and working out percentages for sale items.



During Reading students are using the technique of summarising whilst going more in depth and asking relevant questions about the text they are reading. In particular thinking about questions that are beyond the text and using questioning that use supportive arguments.