



## PRIMARY YEARS PROGRAMME

Glenroy West Primary School is a candidate IB World School, Primary Years Programme (PYP). The School uses the PYP framework in conjunction with the Victorian Curriculum to deliver a curriculum, which is aimed at developing internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB Learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

In the context of the PYP, the school is considered to be a community of learners working through the essential elements- knowledge, concepts, skills, attitudes and action to experience authentic learning and make an impact on the world.

We are committed to our belief about how children learn encapsulated most clearly in the constructivist approach. It is acknowledged that learners have beliefs about how the world works based on their experiences and prior knowledge. These beliefs, models or constructs are revisited and revised in the light of new experiences and further learning. The students strive to make meaning about their lives and the world around them by constructing, testing and confirming or revising their personal models of how the world works. Students are given the opportunity to explore fifty units of inquiry from 3 year old Kindergarten- Year 6 covering a variety of disciplines and a multitude of world issues. This is achieved through a process of inquiry which in its broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding. This can mean:

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Making connections between previous learning and current learning
- Making predictions and acting purposefully to see what happens
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising perceptions of events

- Deepening understanding through the application of a concept
- Making and testing theories
- Researching and seeking information
- Taking and defending a position
- Solving problems in a variety of ways

We encourage responsible action initiated by the students as a result of their learning. This action may extend the students' learning or it may have a wider social impact beyond the school. Both inquiry and action will look different within each age range and from one age range to the next.

(Adapted from Making the PYP Happen, 2009)

## **Literacy at Glenroy West Primary School**

The development of Language helps to create confident communicators, imaginative thinkers and informed citizens. At Glenroy West Primary School we place a strong emphasis on developing literacy skills through meaningful contexts. The IBO Primary Years Programme of Inquiry provides an authentic context for students to develop and use language. Alongside the IBO Primary Years Programme our Literacy program is underpinned by The Victorian Curriculum, which provides a comprehensive set of prescribed content and common achievement standards across Victoria, and is used to plan for student learning, assess student progress and report to parents.

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in Reading and Viewing, Speaking and Listening and Writing.



## **Reading and Viewing**

This involves students using skills and strategies to access and interpret spoken, written, visual and multimodal texts. It provides opportunities for students to navigate, read and view texts using applied topic knowledge, vocabulary, word and visual knowledge. Students are exposed to a variety of texts including traditional oral texts, picture books, various types of print and digital stories, poetry, non-fiction, film, multimodal texts and dramatic performances. Students work towards developing their skills in acquiring and applying an expanding vocabulary to read increasingly complex texts with fluency and comprehension.

## **Writing**

This element involves expressive language and engages students in composing different types of texts for a range of purposes. These texts include spoken, written, visual and multimodal texts and students explore, communicate and analyse information, ideas and issues that are relevant to their own learning journey. Students create a range of texts using a variety of structures such as imaginative, informative and persuasive texts. Throughout the Writing curriculum students build on their knowledge of grammar and how language is constructed. Students also work towards developing their spelling skills through understanding how to use particular strategies for spelling words, including spelling rules, knowledge of morphemic word families, syntax, semantics, spelling generalisations and letter combinations. Students become familiar with the 'Writing Process' that involves them in planning, drafting, editing, revising and publishing their writing pieces.

## **Speaking and Listening**

Students are involved in using interactive skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. Students engage in conversations and discussions, showing interest, building attentive listening skills and contributing ideas, information and questions.

### **At Glenroy West Primary School our Literacy Program aims to:**

- Provide a comprehensive literacy program that encompasses all modes of English (Reading and Viewing, Writing and Speaking and Listening)
- Provide a transdisciplinary program designed to foster the development of the whole child.
- Challenge and extend all students to develop their literacy skills and reach their own potential

- Provide a personal learning journey for every student. Through the implementation of our Developmental Literacy Continuum, students are able to set and reflect on individual learning goals within a differentiated curriculum.
- Provide meaningful and authentic contexts for language development and experience
- Provide each student with a range of appropriate experiences to enhance their literacy skills in all components of English learning.
- Promote confidence and develop every child's proficiency in language learning
- Build on student's prior learning to create and develop new understandings
- Encourage and promote an understanding of the Inquiry Process empowering students through concept-based learning.
- Provide a wide range of authentic and relevant resources and books including classroom libraries and whole school library resources.
- Expose all students to a range of multimedia texts and opportunities.
- Promote thinking, collaboration, reflection and cooperation through all learning opportunities.
- Support our students to become confident authors, readers and publishers in the 21st Century

**Our Literacy Program provides extra support through:**

- Providing a Reading Support Program for students in Grades 1, 2, 3, 4 and 5
- Implementing Individual Learning Plans where necessary to support students to reach their full potential
- Encouraging parents to be actively involved in their child's education through providing help and assistance in classrooms

Students at Glenroy West Primary School have opportunities to work individually and in groups, ensuring that the needs of each learner are met and that they are making continual progress as measured through ongoing assessment and tracking using student continuums. Staff at our school work diligently to differentiate the literacy curriculum to ensure that all students are developing their knowledge and understandings in Reading and Viewing, Writing and Speaking and Listening and we look to encourage the 21st Century Learning Skills that our students will require in an increasingly global society.

## Numeracy

Glenroy West Primary School sees the study of Mathematics as a way of thinking, and that the transdisciplinary nature and language of mathematics as more than simply a series of equations and facts to be memorised.

As such, we see mathematics as a powerful and effective tool that can be personalised to engage our students in describing and analysing the world around us, and encourage our students to think of themselves as ‘mathematicians,’ in the same way that literacy supports our students to become authors, readers and publishers.

Mastering basic skills, developing an understanding of key mathematical concepts and using them practically in our day-to-day life at school and home is an essential process. At Glenroy West Primary School, we aim to embed a transdisciplinary approach to curriculum underpinned by the International Baccalaureate’s Primary Years Programme within the framework of the Australian Curriculum through The Victorian Curriculum

Staff and students use inquiry as a vehicle to apply their knowledge of mathematics in a fluent and logical fashion to **construct** meaning based on their previous experiences and understanding. Students then **transfer** their knowledge and understanding through the symbolic notation. Following this students are encouraged to build upon this through the **application** of increasingly abstract levels of meaning that is contextualized in relevant, realistic contexts.

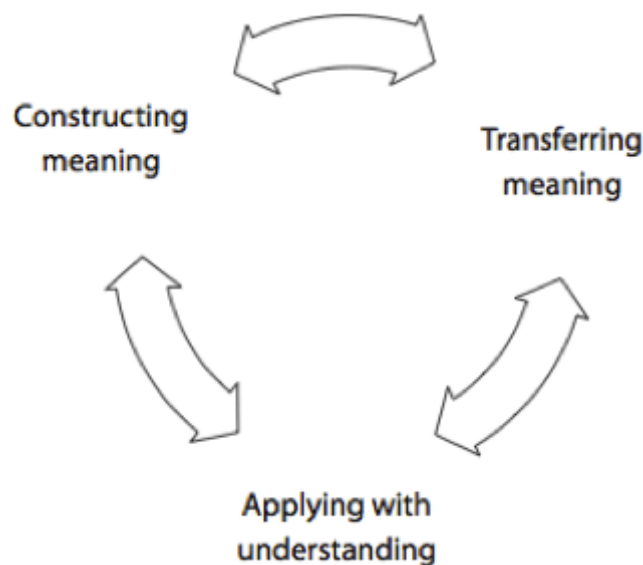


Figure 1 – How children learn mathematics Source: Primary Years Programme – Mathematics Scope and Sequence (2009)

Within our local context, mathematics in the Victorian Curriculum falls within three content strands that describe what is to be taught and learnt:

### **Number and Algebra**

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

### **Measurement and Geometry**

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

### **Statistics and Probability**

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance

and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Students at Glenroy West Primary School have opportunities to work individually and in groups, ensuring that the needs of each learner are met, and that they are making continual progress as measured through ongoing assessment and tracking on student continuums. Staff at our school work diligently to differentiate the mathematics curriculum to ensure that our students are developing their proficiency in the key areas of mathematical understanding, fluency, problem solving and reasoning; and look to encourage the 21st Century Learning skills that our students will require in an increasingly global society.

## eLearning



We are an accredited eSmart School

eSmart is a framework for schools to implement a whole-school culture and behaviour change relevant to the smart, safe and responsible use of digital technologies. The eSmart program offers whole school and community support to ensure everyone can embrace the benefits of technology and reduce exposure to cyberspace risks such as cyber bullying, identity theft, online predators and inappropriate images and content.

The program is funded by the Victorian Government, and is an initiative of The Alannah and Madeline Foundation, a national charity committed to protecting children from violence. Registration as an eSmart School provides us with assurance that we are accessing evidence-informed practice, policies and activities.

Glenroy West Primary School became an official eSmart school in 2016 after implementing many initiatives, programs, policies and practices. Since we first registered with the program, we have embedded cybersafe practices into our curriculum, created an eSmart Committee, held cyber safety student days and cyber safety parent sessions. We are striving to create a safe and welcoming cyber environment for all of the Glenroy West Primary School community.



We encourage everyone in the school community to continue to uphold and promote eSmart behaviours, at school and at home by becoming familiar with the use of technologies and the policies and practices within our school. For more information, please visit the eSmart website.

Glenroy West Primary School eSmart Policy and Acceptable Use Agreement

The eSmart policy and Acceptable Use Agreement relates to the use of Information and Communication Technology (ICT) at Glenroy West Primary School. The policy is available in the 'Parent' category of the website.

### **Bring your own iPad**

At Glenroy West Primary School, students from Years 3 - 6 are invited to bring their own iPad to support and enhance their learning. The iPad requires very little start-up time, and puts learning at the fingertips of students across the curriculum.

Owning their own iPad enables students to continue exploring their learning and collaborating with classmates in an extended capacity - outside of classroom sessions and in locations where they have internet access. The iPad enhances the teaching and learning in classrooms and around the school, increasing student access to information and skill development.

The consistent and supported use of technology also develops student awareness of their rights and responsibilities in online behaviour and communication. Cybersafe behaviours are demonstrated, modelled and expected from all students, and staff support all students to embody these responsible online habits as part of our eSmart education.

To find out more about using your own iPad at Glenroy West Primary School, please download a copy of the [BYO iPad Handbook 2018 here](#).

For information to support your child's safe use of technology and behaviours on the internet, please download a copy of the [Cybersmart Guide for families](#).

### **Digital Technologies**

In 2018, students from Years 3 – 6 have the amazing opportunity to be involved in our Maker Space. This subject is a creative area that both draws on and enhances skills from across the new Victorian Curriculum, and is conducted in our new Discovery Centre.

Students develop their understanding of design thinking by exploring a range of programs, websites and programmable devices. They analyse the situations and algorithms that can be used to solve problems, and investigate the concepts of computational thinking such as responding to user input, branching to different paths and repeating sections based on defined conditions.

Working in teams to solve problems and create digital solutions, students experiment, design, research and construct in order to meet a need.

**The Maker Space incorporates many areas across the curriculum including:**

- Digital storytelling
- Design, material selection and construction
- Testing and evaluating
- Collecting and interpreting data

- Mapping and grid coordinates
- Computational thinking
- Decomposition of problems
- Creating and modifying algorithms
- Computer programming
- Multimedia displays
- Collaboration and organization
- Problem solving

**This program will be supported through the exploration of many programs and devices such as:**

- TurtleArt (block programming)
- Scratch computer programming
- Sphero programmable robots
- Makey Makey boards (programming input)
- ProBots (programmable robots)
- mBots
- Squishy Circuit building (playdough as a conductive material)
- LEGO Mindstorm and LEGO WeDo kits (programmable robotics)
- Hummingbird programmable circuit boards

The opportunities for creation, collaboration and inquiry are what makes a Maker Space such a valuable opportunity for students to be involved with, and builds on the basics of computational thinking and problem solving – essentially “If this, then that,” and breaking problems down into the smallest possible steps to solve. Student learning is supported by the use of iPads and Windows-based laptops, to provide experience with multiple platforms.

## Visual Arts

This year the Visual Arts Programme will emphasise developing skills to enable students to communicate through their creations. We focus on the Victorian Curriculum with the dimensions of Creating and Making Artworks and Exploring and Responding to various stimuli. The goal of the programme is to enable children to inquire and explore the topic of enquiry through a visual arts perspective. Students are given authentic opportunities to develop in areas such as:

- Problem solving
- Creativity
- Expressing ourselves
- Visual communication
- An appreciation and understanding of the arts
- A commitment to projects
- Technical skills
- An understanding of the Elements and Principles of Art



The program runs from Foundation through to Grade Six.

We promote an exciting and engaging curriculum, underpinned by the Victorian Curriculum and the PYP framework, which ensures students understand the key concepts, skills and knowledge in the Visual Arts programme. Throughout the year our units will make direct links to classroom inquiries, ensuring a contextualized opportunity for trans-disciplinary learning.

This year every student will be involved in our Glenroy West Primary School Art Show.

Foundation	Development of basic fine motor skills in mediums including; <ul style="list-style-type: none"> <li>• Drawing using pencils and texta colours</li> <li>• Painting</li> <li>• Collage</li> <li>• Clay sculpture</li> <li>• Three-dimensional art</li> <li>• Mixed media</li> </ul>
Year 1	Development of basic fine motor skills in mediums including: <ul style="list-style-type: none"> <li>• Painting</li> <li>• Drawing</li> <li>• Three-dimensional art</li> <li>• Mixed media</li> <li>• Clay sculpture</li> <li>• Collaging</li> </ul>
Year 2	Development of fine motor skills focusing on using a variety of mediums such as: <ul style="list-style-type: none"> <li>• Painting</li> <li>• Printmaking</li> <li>• Three-dimensional art</li> <li>• Sculpture</li> <li>• Collaging</li> <li>• Drawing</li> <li>• Textiles</li> <li>• Mixed media</li> </ul>
Year 3	Development of fine motor skills focusing on using a variety of mediums such as: <ul style="list-style-type: none"> <li>• Water-colour painting</li> <li>• Drawing</li> <li>• Three-dimensional artworks (papier-mâché)</li> <li>• Sculpting (clay)</li> <li>• Pastels</li> <li>• Mixed media</li> <li>• Acrylic painting</li> </ul>
Year 4	Development of fine motor skills focusing on using a variety of mediums such as: <ul style="list-style-type: none"> <li>• Painting</li> <li>• Drawing (pencil and charcoal)</li> <li>• Three-dimensional artworks</li> <li>• Sculpting (clay)</li> <li>• Wearable art</li> <li>• Textiles</li> </ul>

	<ul style="list-style-type: none"> <li>• Mixed media</li> <li>• Printmaking</li> </ul>
Year 5	<p>Development of fine motor skills focusing on using a variety of mediums such as:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Sculpture (clay)</li> <li>• Painting</li> <li>• Textiles</li> <li>• Three-dimensional sustainable art</li> <li>• Collaging/ design</li> <li>• Mixed media</li> </ul>
Year 6	<p>Development of fine motor skills focusing on using a variety of mediums such as:</p> <ul style="list-style-type: none"> <li>• Painting</li> <li>• Drawing (pencil and charcoal)</li> <li>• Three-dimensional artworks</li> <li>• Sculpting (clay)</li> <li>• Printmaking</li> <li>• Exhibition Design</li> <li>• Textiles</li> <li>• Mixed media</li> <li>• Installation art</li> </ul>

## **Physical Education**

The Physical Education programme is filled with innovative ways to get students active, and engaged in their physical health and wellbeing. The Physical Education programme runs from Kindergarten through to Grade 6, with increasing opportunities to take part in extra-curricula sporting and physical activities. In 2017, these include:

- Jump Rope for Heart
- Training sessions before, during and after school for District, Divisional, Regionals and State Interschool Sports for Years Five and Six (School Sport Victoria)
- Lunch time sports and clubs including skipping and soccer
- Training for athletics, basketball, netball and rounders

The PE program also includes swimming classes for Foundation-Year 6 at the end of each year.. We promote a rigorous and engaging curriculum, underpinned by the Victorian Curriculum and the PYP, which ensures students understand the key concepts, skills and knowledge to be healthy active citizens. Many of our units make direct links to classroom inquiries, ensuring a contextualized opportunity for trans-disciplinary learning.

Within each year level, there is a progression of skill development from Kindergarten to Grade 6, focusing on the following:

Foundation	Exploration of movement through games, dance and gymnastics including safety and space. Students explore gross motor skills within ball games and activities using a range of equipment. Hand eye coordination is a major focus with and without equipment in small group activities.
Year 1	Development of movement in game situations, dance and gymnastics. Students continue to develop hand eye coordination with or without equipment and extend their skills through target games.
Year 2	Extension of hand eye coordination in target games, exploring sports such as tennis, athletics and cricket. Gymnastics and dance encourage students to express themselves through movement.
Year 3	Introduction of competitive sports, focusing on those contested in Interschool Sports, Sport Trials and District Competitions. Focus on developing the ability to self-assess and set goals for improvement. At this level students begin to develop an in-depth understanding of health and wellbeing through sport.
Year 4	Developing skills in a variety of competitive and individual sports including technique, game strategies, tactics and umpiring. They continue to inquire into nutrition with a minor focus on muscle groups.
Year 5 & 6	Developing deeper understandings of rules of games, including the opportunity to umpire and score. Students begin to identify and read game situations and how to change the outcome by changing game tactic, movement and position. Students develop in-depth understandings of nutrition in sports and wellbeing. They consider types of foods and their benefit to the body, muscles in the body and how different muscle groups are used in particular activities/movements.

## Indonesian

Currently more than 45 languages are taught in Victorian schools providing rich cultural experiences and developing global connections. Starting in 2014, the students at Glenroy West Primary School have been involved in the Indonesian language program. Students from Foundation to Year 6 participate in weekly lessons, and whole school activities take place each year.

The aims of learning an additional languages are to develop knowledge, understanding and skills so that students:

- are able to translate and communicate in the language they are learning
- understand the relationship between language, culture and learning (Cultural and language immersion)
- develop intercultural capabilities
- understand themselves as communicators

This year in their studies of the Indonesian language:

**Foundation students** will become familiar with numbers (counting from 1-10), basic greetings, the Indonesian alphabet and colours.

**Year 1/2 students** will continue to learn about numbers (1 to 20), part of the face and body, simple classroom instructions, colours, days of the week, four seasons, likes and dislikes.

**Year 3/4 students** will build on their knowledge and extend further by learning about the PYP Learner Profile, school equipment and everyday objects, how to express themselves, furniture, school structures and related vocabulary, and hobbies.

**Year 5/6 students** will progress further, building on their experiences. They will be extended and supported as they develop skills in constructing Indonesian sentences and being able to speak, translate and read relevant written texts.

## **Compass**

**Compass** is our online portal where parents and families can access information about their child as a learner. Families are provided with a unique username and password that enables them to be part of the two-way communication with the school.

Compass can be accessed on the internet at <http://glenroywestps-vic.compass.education>, and is also available as an app for some smartphones and tablets – search for ‘Compass School Manager’ in the applicable App Store.

Logging in to Compass provides a quick and easy way to do a range of things, including notifying the school about an absence for your child, accessing their Semester report and seeing results of many of our assessment tasks conducted throughout the year. Bookings for Student Led Conferences will also be made in Compass, with information provided closer to the relevant dates.

To find out more about using Compass at Glenroy West Primary School, please email the Office at [glenroy.west.ps@edumail.vic.gov.au](mailto:glenroy.west.ps@edumail.vic.gov.au), or you can attend an Information session early in the year.