

Mansfield State School



CLEVER • SKILLED • CREATIVE

MANSFIELD STATE SCHOOL

PARENT INFORMATION SESSION
YEAR 4, 2021



PRINCIPAL'S WELCOME

- **Principal** – Mrs Majella Frith
- **Deputy Principals**
 - Prep and Year 1 – Mrs Naveen Lim
 - Year 2, Year 3 and Inclusion – Mrs Katie Broom
 - Year 4 – Mrs Sharon Brand
 - Year 5 and 6 – Mr Ash Wagh
- **Teaching and Learning Team**
 - Head of Department – Curriculum – Mrs Paula Morton
 - Head of Department – Curriculum – Mrs Annette Foster
 - Digital Technologies Mentor – Mr Adam Bell-Booth
- **Guidance Officer** – Raff Fomiatti
- **Business Services Manager** – Mrs Rosie McCulloch
- **Administration Officers** – Joy Holland, Carol Newland and Paula Pitt



MANSFIELD STATE SCHOOL

School Motto

Loyalty and truth

School catch phrase

Clever – skilled – creative

Our vision

Curious, engaged learners

Creative, critical thinkers

Caring, active citizens



MANSFIELD STATE SCHOOL

Our Focus

- *Mansfield State School recognises the importance of the partnership between schools and parents to support student learning, engagement and well-being to build a community of active, engaged and caring citizens.*
- *We share a commitment to, and responsibility for, ensuring happy, safe, supportive environments for our students to learn and thrive.*

Our Values

- *Giving every student a good start*
- *Engaging young people in learning*
- *Creating safe and inclusive workplaces and communities*
- *Every child succeeding*



PRIORITIES

Clarity, Consistency and Cohesion

Teaching and Learning

- Systematic Curriculum Delivery of the Australian Curriculum
- Investigation, Development, Implementation of Pedagogical Framework

Continued Embedding:

- Inclusion
- Student well-being – Power Program

Systems, Processes and Routines across the school

Full School Review

- Occurs every four years
- Informs the four-year strategic plan
- Focus on 9 areas across the school.
- 4 days



COMMUNICATION

Communication between school and home is essential for student learning.

- Preferred method of communication with school staff is through their school email address: _____@eq.edu.au
- School staff will respond to emails within 48 hours (school days only)
- Contacting school staff via social media is not appropriate (Facebook, Messenger, Instagram, etc.)
- If you would like to make an appointment to speak with your child's teacher or other school staff (e.g. specialist teachers), please call or email the school office. Phone calls can not be put through to teachers during school hours, but the office will pass on your contact details and short message to the staff member.
- Information for parents and our community is provided through school newsletters/bulletins, school website, school Facebook page, Qschools and Qparents apps, class newsletters, and other letters/emails sent home.
- If you have any questions or concerns, please contact the school on 3421 3888 or info@mansfieldss.eq.edu.au



DAILY ROUTINES

- Students are not to arrive to school earlier than 8:20 am (unless a supervised activity is being attended e.g., instrumental music).
- Prior to the first bell at 8:35 am students are to be seated in the Green Zone or in Prep area for prep families.
- School commences at 8:40 am
- End of the school day is 3:00 pm. Please arrange for students to be collected at this time or enrolled at OSHC.
- Students not collected by 3:15 pm will be sent to the office and parents contacted.



HOW CAN I GET MORE INVOLVED?

- **Attend school events**
 - Assemblies and ceremonies
 - Parent Teacher Conferences
 - Sports carnivals and music performances
- **Volunteer around the school**
 - Helping in the classroom
 - Stephanie Alexander Kitchen Garden
 - Swimming program
 - Volunteering in the tuckshop
 - Music support group
 - MADS support group
 - Reading program and school library
 - P & C related role – Fete, Book Club, Tuckshop, Lost property, working bees, etc.
- **Become an active member of our P & C**
 - Meetings 2nd Monday of each month in the Staff Room



BYOD

The BYOD iPad program is a key component in creating digitally literate 21st Century learners at our school.

The success of this program relies on teachers, students and parents working together to ensure:

- iPads are sent to school EVERY day, fully charged and ready to use
- iPads should have adequate protection e.g. case, screen protector
- All apps from the Year Level list (on the school website) must be downloaded and available to use in class
- iPads must not be used before or after school or at lunchtimes while on school grounds
- Students must adhere to the school's iPad agreement documents, including not using inappropriate apps, messaging services, or taking or sending images to other students while at school.

iPads are used in classrooms as a LEARNING TOOL, not a toy or game machine. Students need to be able to access them when required at school each day.

QUALITY TEACHING AND LEARNING

- At Mansfield SS, we teach, assess and report on all eight Learning Areas of Version 8 of the Australian Curriculum.
- Each term, as a team, we collaborate and plan together with the Heads of Teaching and Learning and specialist teachers to ensure consistent curriculum delivery across the Year 4 cohort.
- The Year 4 team meets weekly. We communicate with each other informally throughout the week to ensure consistency.
- The curriculum (what the students are learning) is the same in every class, however, the learning experiences (how students are learning) may differ in each class due to individual learning needs and teaching styles.
- Students work with their teachers to develop individual learning goals to guide personalised learning pathways.

YEAR 4 TEACHERS



4A Deb Cochrane



4B Alison Mills and Tracey Gallacher



4C- Bek Rowe



4D - Danielle Jury



4E – Cathy Harris



4F Nicole Klain



4G - Anthony Luck




Inclusion – Tristram Adams




TEACHING AND LEARNING

Curriculum Overviews will be distributed at the beginning of each term.

- These teaching and learning documents will inform parents/carers about the content covered for each term.





Curious, engaged learners
Creative, critical thinkers
Caring, active citizens

Year 4 Overview – Term 1 2021

<p>ENGLISH – Character & Plot Development in Narratives Examining how to develop character and plot</p> <ul style="list-style-type: none"> • Enriching the meaning of sentences through the use of noun groups/phrases and verb groups/phrases • Describing the effects of particular language features such as noun groups and verb groups • Understanding how illustrations can support and enhance the meaning of a text • Using quotation marks to signal dialogue • Using speech to develop characters <p>Examining language used to make texts cohesive</p> <ul style="list-style-type: none"> • Making texts cohesive through the use of pronouns and text connectives that sequence the plot • Using adverb group/phrases and prepositional phrases to provide circumstantial details • Identifying the language features authors use to involve readers in character development and plot tension • Authors' use of various language features to involve readers in character development • Enriching a text by including language features • Using language features and illustrations to support and enhance the meaning of a text 	<p>MATHEMATICS</p> <p>Number and place value</p> <ul style="list-style-type: none"> • Comparing and ordering four-digit numbers • Partitioning four-digit numbers • Applying place-value understanding to four-digit numbers • Practising recalling addition and subtraction facts • Practising efficient computation strategies • Investigating patterns involving multiples • Extending multiplication facts • Assessing automatic recall of multiplication & division number facts: $\times 1, \div 1$; $\times 2, \div 2$; $\times 3, \div 3$; $\times 4, \div 4$; $\times 5, \div 5$; $\times 10, \div 10$ <p>Patterns and algebra</p> <ul style="list-style-type: none"> • Identifying multiplication and division patterns (2s, 4s, 5s, 10s) • Exploring equivalence • Identifying unknown quantities • Finding unknown values <p>Fractions and decimals</p> <ul style="list-style-type: none"> • Investigating fractions • Investigating equivalent fractions and fraction models • Representing and counting fractions • Applying fractional understandings to solve problems • Understanding place value, fractions and operations • Comparing and ordering everyday events • Identifying dependent and independent events
<p>HASS – History</p> <ul style="list-style-type: none"> • Examining the purpose of laws and distinguish between rules and laws • Exploring the diversity of different groups in their local community • Considering how personal identity is shaped by aspects of culture, and by the groups to which they belong • Significance of the journeys of world explorers during the Age of Discovery • Examine reasons for European exploration • Examine maps to identify early European knowledge of the world • Develop chronological awareness of the period of study • Pose questions about the journeys of European explorers • Locate and sort information from sources to respond to questions about the significance of the journey of a world navigator, explorer or trader 	<p>SCIENCE – Energy (forces)</p> <ul style="list-style-type: none"> • Different types of forces – push, pull, gravity, friction • Contact and non-contact forces • The pulling force of Earth is a non-contact force that acts on objects • Drawing simplified force diagrams • Magnetism – a noncontact force that acts from a distance • Investigating forces acting on falling objects • Exploring friction – a contact force that acts between objects • Investigating force and motion of everyday objects • Investigating the effect of forces on the behaviour of an object through actions such as throwing, dropping, bouncing and rolling • Observing qualitatively how speed is affected by the size of a force • Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends • Comparing results with predictions, suggesting possible reasons for findings elements of fair tests and using formal measurements to make and record observations accurately
<p>HEALTH – Making Healthy Choices</p> <ul style="list-style-type: none"> • Importance and benefits of eating a healthy, balanced diet • Five food groups using the <i>Australian Guide to Healthy Eating</i> • Applying knowledge of the food groups to own food records • Discussing the influence of health messages on healthy choices • Using decision-making skills to select strategies to stay healthy and active 	<p>THE ARTS – DRAMA</p> <ul style="list-style-type: none"> • Exploring facial expression, body movement, voice and dialogue • Exploring use of space • Conveying the time and setting to an audience • Own character's point of view • Script writing and presentation of dramatic performance <p>THE ARTS – MUSIC <i>Taken by Ms Topka/Mr Haratsis</i></p> <ul style="list-style-type: none"> • Making and responding to music • Exploring songs of Aboriginal and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia • Exploring elements of music and applying this knowledge to their performing and composing
<p>PHYSICAL EDUCATION – Taken by Mr Crosby</p> <ul style="list-style-type: none"> • Mansfield Ball – game and skills 	



ENGLISH

- ❑ **Term 1** – ‘The Twits’: an imaginative narrative unit.

- ❑ **Term 2** – Examining Traditional Stories: reading and analysing traditional stories from Asia and Aboriginal and Torres Strait Islander cultures. (imaginative)

- ❑ **Term 3** – 1) Poetry - examining humour in poetry (imaginative)
2) Exploring recounts set in the past – a historical recount unit (informative)

- ❑ **Term 4** – ‘Rowan of Rin’ a persuasive unit.

- ❑ **Classroom Learning Walls** – explicit expectations of standards, identifying own areas of need, setting goals



MATHEMATICS

- Term 1 – Number and Algebra, Statistics and Probability
- Term 2 – Number and Algebra, Measurement and Geometry
- Term 3 – Number and Algebra, Measurement and Geometry
- Term 4 – Number and Algebra, Measurement and Geometry and Statistics and Probability
- Problem Solving and Reasoning - Guided inquiries in Semester 1 and 2.

**Multiplication and division fact fluency is very important.
Aiming for automatic recall of all number facts to 10x10**



SCIENCE

- Term 1 - Physical Sciences – Fast Forces
- Term 2 – Chemical Sciences – Material World
- Term 3 – Biological Sciences – Let it Grow
- Term 4 - Earth Space Sciences – The Earth Beneath our Feet



HUMANITIES AND SOCIAL SCIENCES (HASS)

- Terms 1 and 2

Australia before, during and after European Settlement:

History and Civics and Citizenship focus

Our inquiry question to guide this unit is:

How do we know if we weren't there?

- Terms 3 and 4

Using Places sustainably: Geography focus

Our inquiry question to guide this unit is:

How can people use environments more sustainability?



TECHNOLOGIES

We take a subject area approach to teaching, assessing and reporting for Technologies.

Teachers are supported throughout the year by the school's Technologies Pedagogical Coach.

Design and Technologies

- Design and build a system. Linked with Chemical Sciences.
- What's for lunch? Aligned with SAKG program.

Digital Technologies

- Digital Technologies - What is your waste footprint?



THE ARTS

We take a Subject Area approach to teaching, assessing and reporting for the Arts.

Music is taught every term by Ms Mary Topka and Mr Chris Haratisis and, the other Arts subjects: Dance and Visual Arts are taught in Year 3.

In Year 4, we teach and assess Drama and Media:

- Term 1 - Drama - The Twits. Linked with English.
- Term 2 – Drama - How can we tell stories from the past? Linked with HASS.
- Term 3 – Media Arts - Travel Poster – Linked with Science.
- Term 4 - Media Arts - Safety Poster – Media artwork to inform about a public awareness issue – Linked with HASS.



HEALTH AND PHYSICAL EDUCATION (HPE)

HPE is one Learning Area in the Australian Curriculum.

From 2021, all schools must report on HPE as one Learning Area.

Movement is taught by Mr Kelvin Crosby and Health is taught by Mr Eric Lam (4A, 4B, 4C and 4E) and Mrs Maria Grady (4D, 4F and 4G)

Term 1 - PE (Movement): Mansfield Ball

Health: Culture in Australia – Positive Interactions

Term 2 – PE (Movement): Athletics Spectacle

Health: Culture in Australia – Positive Interactions

Term 3 – PE (Movement): Let me entertain you

Health: Netiquette and online protocols

Term 4 - PE (Movement): Swimming

Health: Netiquette and online protocols



HOMework

- Year 4 homework is set each week and includes number facts practice, nightly reading, spelling and some English skills practice.
- Your child's class teacher will let you know what the expectations are with what day of the homework is due each week.
- Focus on number facts and reading each week as this practice and repetition will assist your child's classroom learning.



EXCURSIONS

- We are currently investigating some excursion options to support our Science and HASS curriculum learning areas in Terms 3 and 4.
- More information will be shared about the excursion options and costs following our planning day at the end of this term.



MISCELLANEOUS

- SAKG – Year 4 take part in the SAKG program in Term 2 and Term 3 for two five-week blocks.
- Your child's class teacher will be looking for parent assistance during these classes and would greatly appreciate any support you can offer.
- Interschool Sport has started and will run for Semester 1 with a new round of sport options being offered in Semester 2.



THANK YOU

Thank you for your ongoing interest and involvement in your child's education. We look forward to working with you in partnership towards the best possible educational outcomes for your child.

We now invite you to return to our classrooms.

We wish to respectfully remind parents that this is not time for you to discuss individual children, but an opportunity to obtain further information about specific classroom routines and expectations.