Religious Education

St Aloysius Catholic College is first and foremost a Catholic school and aims to provide a caring and supportive environment where students are encouraged to grow in faith within a Catholic community and develop their potential. At the Huntingfield Campus, Religious Education plays an important role in the daily life of our students and the Religious Education program is central to our ethos as a faith community. The program is based on the Archdiocesan Curriculum Good News for Living, that focuses on students’ growth in knowledge, skills and attitudes.

Throughout the College Year, our Grade 5 students will participate in and organise Masses that take place at the Huntingfield Chapel and will also celebrate whole College Masses in our Multi-Purpose Centre. These include our Opening School Mass, College Feast Day and End of Year Mass. Participation in many Liturgical celebrations throughout the year will also take place to celebrate Feast Days, the Church’s Liturgical Calendar and important school happenings. These liturgical celebrations are an opportunity for the children to deepen their understanding of God, to appreciate the significance of Christ in their lives and build on their faith life fostered in families.

At the Huntingfield Campus, a climate of prayer is encouraged and the symbols of prayer form a focal point in all classrooms. Students use a variety of prayer forms at the commencement of the school day. Traditional prayers are learnt and used, as well as opportunities for the children to create spontaneous prayers for special occasions and needs. Students also have the opportunity to participate in Christian Meditation under the guidance of their classroom teacher or the Pastoral Associate, Mrs Leanne Prichard.

Through the experiences we offer, we aim to provide a Christ-centered community, model Christian behaviour, attitudes and values and provide a high quality balanced education. As members of the faith community of St Aloysius Catholic College, we believe pastoral care to be integral to the daily life of the College, acknowledging the dignity of all and nurturing the growth of each person, drawing inspiration from the person and life of Jesus. Pastoral care is an expression of the philosophy and vision of St Aloysius Catholic College. We endeavour to demonstrate pastoral care in all aspects of College life.

Our Grade 5 Classroom Religious Education Program provides opportunities for the students to pose and answer questions about God, learn about the Trinity, understand that people are called to reflect God’s goodness and enables our students to ask and respond to questions, when they see signs of good and bad in the world. Students examine the Catholic Church and its establishment in Tasmania. They investigate the Ten Commandments, they explore the Passover and engage in the Gospel texts exploring the meaning being conveyed. They also identify the various kinds of Prayer and how Jesus prayed, explore the Seven Sacraments and demonstrate how to respond to those in need. Students are able to see how social justice is a respect for all people who are made in the image of God.

The Australian Curriculum

At St Aloysius Catholic College, we have been actively involved in the development of the Australian Curriculum since its inception in 2009.

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. The Australian Curriculum can be viewed at [http://www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/)

Mathematics

Learning Mathematics creates opportunities for and enriches the lives of all students at St Aloysius. The Australian Curriculum: Mathematics provides students with essential Mathematical
skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Year 5 Topics

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<thead>
<tr>
<th>Number &amp; Algebra</th>
<th>Measurement &amp; Geometry</th>
<th>Statistics &amp; Probability</th>
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<td>Fractions and Decimals</td>
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<td>Money and Financial Mathematics</td>
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<td>Patterns and Algebra</td>
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**English**
The study of English is central to the learning and development of all students at St Aloysius. The English Curriculum is broken into three strands- Literature, Literacy and Language. The Curriculum helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Children in Grade 5 follow the Sound Waves Spelling program, which has been chosen as the Grade 3-8 College Spelling program. The program takes a phonemic approach to learning to spell, as this is recognised as one of the most effective ways to teach spelling and reading skills. The Sound Waves phonemic approach uses a sound-to-letter strategy which acknowledges that sounds can be represented more than one way in written form. The phonics approach focuses first on the basic units of sound in our language – phonemes. It then explores the letters that represent these sounds and how they can be put together to form written words- graphemes.

Sound Waves also covers the key language concepts students need to become highly literate. These concepts, including prefixes, suffixes, Latin and Greek roots, synonyms, homophones and more, are woven into the activities for each sound unit. The program offers students multiple opportunities, both within and across year levels, to conquer difficult words and concepts. It also extends learning with Extension Word Lists and Super Challenges.

After initial testing each child is assigned a program level and are assigned a spelling group teacher. Pre-testing of each unit, occurs every Monday and every child has 10 weekly words to learn based on their pre-test results. These words become part of their weekly homework. By pre-testing, teachers are able to ensure that all students’ needs are being catered for. Formal teaching lessons take place three times per week. Friday is spelling test day for all students. Students are also able to access games, list words and extension words online via a student code. Due to the nature of the program movement between groups can occur.

**History & Geography**
In Year 5 at St Aloysius, we base our planning in History and Geography on two strands: Historical Knowledge & Understanding and Historical Skills.
Historical Knowledge and Understanding
This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Historical Skills
This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

Year Five key inquiry questions
What do we know about the lives of people in Australia’s colonial past and how do we know?
How did an Australian colony develop over time and why?
How did colonial settlement change the environment?
What were the significant events and who were the significant people that shaped Australian colonies?

Geography
The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills.
A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 5 are articulated below.
How do people and environments influence one another?
How do people influence the human characteristics of places and the management of spaces within them?
How can the impact of bushfires or floods on people and places be reduced?

Civics and Citizenship
The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills.
A framework for developing students’ civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

What is democracy in Australia and why is voting in a democracy important?
How do laws affect the lives of citizens?
How and why do people participate in groups to achieve shared goals?

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<tr>
<th>Civics and Citizenship Knowledge and Understanding</th>
<th>Civics and Citizenship Skills</th>
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<tr>
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<td>Questioning and Research</td>
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<td>Law and Citizens</td>
<td>Analysis, synthesis and interpretation</td>
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<td>Citizenship, diversity and Identity</td>
<td>Problem solving and decision making</td>
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<td>Communication and Reflection</td>
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Science
Science at St Aloysius is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

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<tr>
<th>Science Understanding</th>
<th>Science as a Human Endeavour</th>
<th>Science Inquiry Skills</th>
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<tbody>
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<td>Biological Sciences</td>
<td>Nature and Development of Science</td>
<td>Questioning/Predicting</td>
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<td>Chemical Sciences</td>
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<td>Planning/Conducting</td>
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<tr>
<td>Earth and Space Sciences</td>
<td>Use and Influence of Science</td>
<td>Analysing Data and Information</td>
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<tr>
<td>Physical Sciences</td>
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<td>Evaluating</td>
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Specialist Subjects
French
Students will gain skills in speaking, reading, writing and listening to the French language. They will explore the similarities and differences between our culture and that of France and other Francophone countries.

Information Technology
In Information Communications Technology (ICT) this year grade five classes will be learning how to protect themselves and each other whilst online and how be responsible cyber citizens. Students will be taught how to get the most out of their devices and to use a number of different multi-media applications to collaborate and create with. They will also learn the basics of computer coding and create a simple computer game in addition to learning how to design and construct a robot.

Music
Students will explore musical elements in a variety of different styles and situations. Some of the experiences will include Rap and Hip Hop music, lyric writing, melodic writing, creating loops and turnarounds, improvising, composing, working collaboratively with others to create a performance and responding to various types of music. Students in Year 5 will focus their studies on Colonial Music, keyboard skills and composition based on pentatonic scales, music technology, and will undertake a unit called “Face off” which is all about mixing melody, harmonies and mash ups.

Physical Education and Health
In Grade 5 and 6 the students have one HPE lesson per week on a Friday for 50 minutes taught by Mrs Nicole White. The students participate in a range of activities including, softcrosse, European handball, gymnastics, volleyball, cricket, athletics, cross country and swimming. In term three the students participate in the Southern Catholic Primary School football and netball rosters which are held every Friday afternoon from 12noon. The aim of the roster is to provide students with the opportunity to play school sport in a friendly and social environment. The students also participate in Health lessons.
The Specialist Teachers and Support Staff in Grade 5 are:

Music: Mrs Anne Blythe-Cooper
Information Technology: Mrs Kate Bridge
French: Dr Jill Britton
Physical Education: Mrs Nicole White
Learning Support: Mrs Dee Spaulding
Enrichment: Mrs Andrea Watt
Counsellor: Mr Matt Bain
Support Teacher Assistant: Mrs Amanda Doyle

Positive Behaviour Support (PBS)
At St Aloysius Catholic College Huntingfield Campus, behaviour support is an opportunity for valuable social learning as well as a means of maximising the success of academic educational programs. Preserving and building student self esteem and image as well as encouraging self monitoring of behaviour are fundamental components of our positive approach to behaviour support.

Our shared expectations for student behaviour are plain to everyone, and allow all to work together to create and maintain a positive and productive learning and teaching environment, where all Campus community members have clear and consistent expectations and understandings of their role in the educational process.

SACC and our Learning Centre will have a consistent approach to positive behaviour support, based on building and restoring relationships. We follow the Restorative Practice Model which is based on building and restoring relationships. In our classrooms we teach about the 4B’s which are Be Fair, Be a Learner, Be Responsible, Be Safe.

Student Support
Begins with your child’s Class teacher(s), then the Pastoral Coordinator and, if appropriate, our College Counsellor, Matt Bain.

Uniform (Taken from our College Uniform Policy)
Blazers: At the Huntingfield Campus, students are to wear their blazers to and from school and when students are in public places while in school uniform, (eg shopping after school). The full, correct uniform must be worn at all times.

Jewellery: Our policy for earrings is: one set of plain gold or silver stud earrings, which are worn in the lower earlobes. Long, dangly earrings are not suitable for school wear for safety reasons. Coloured earrings are not acceptable. Other piercings are not permitted at school. One watch and one Christian symbol worn around the neck e.g. a cross or medal are acceptable pieces of jewellery.

To minimise WHS issues, it has been determined that students are not permitted to wear bracelets or rings. Coloured promotional bands are permitted to be worn only during the week of the promotion of a particular cause e.g. Cancer Council, Beyond Blue.

Hair: Ribbons, bands and clips are to be of College colours of navy blue, lime green or white. Hair bands in school fabric are available from the College Uniform Shop. Extreme haircuts, hair colours or overt multi-colouring are not acceptable. Students who dye their hair a natural colour, which is in contrast to their own colour, will be expected to ensure that there is no regrowth.

Makeup: The following items are not permitted: nail polish, makeup, including mascara.

Shoes: Sports shoes are not to be worn to and from school unless part of the Physical Education uniform. Skate shoes, canvas gym shoes and volleys are not acceptable as a sport shoe.
**Hats:** Students are to wear approved College sunhats during Terms 1 and 3. Students at the Huntingfield Campus may wear the College bucket hat or cap. Wearing the College bucket hat is strongly encouraged at the Huntingfield Campus.

**Scarves:** Neck scarves are permitted during cold weather, but they must be plain navy blue in colour.

**Homework**
Homework should not be stressful. If the homework is difficult or confusing, a note sent to school or via email is all that is needed. Homework duration for Grade 5 is approximately 30 minutes. Our College homework Policy states that:

1. Students are expected to allocate sufficient time at home to complete unfinished class work, to complete research for projects and to practise their literacy and numeracy skills.
2. Reading daily is considered to be one of the most important homework elements for all students.
3. Homework will not be set for weekends or over holiday periods.
4. Each student has a homework diary/planner, which is used as a means of communication between home and school. Please check with your child’s class teacher as to their preferred method of communication, as some teachers are more than happy for email communication.
5. Students are expected to demonstrate pride in their homework by completing the work to a high standard and returning it within the given time frame.
6. Students are encouraged to seek assistance from teachers and parents/guardians when difficulties arise, including the amount of time spent on homework. Homework setting takes into account the students’ home responsibilities, family arrangements and extra-curricular activities such as clubs, sport and part-time employment.

**Phone Policy**
Students are allowed to use their phone at lunch only to check for communication from parents or carers. Phones are to remain switched off in the student’s bag at all other times.

**Assemblies and Excursions**
Learning Centre assemblies take place every Monday morning at 8:45am. All classes in LC2 take responsibility for organising and leading the assemblies on a rotational basis. All assemblies commence with a Prayer Service that the students organise and run. Excursions will take place throughout the year. Detailed information about your child’s excursions will be sent home closer to the date of the excursion.

**Grade 5 Camp**
The Grade 5 Camps to Port Arthur will run from Tuesday 26th May – Friday 29th May. There will be staggered Grade groupings over the 4 days.

**Committees/ Clubs/ Groups**
The children in Grade 5 are provided with many opportunities to be involved in College Committees and groups. These include SRC, Mini Vinnies, the Environmental Group and throughout the year other lunchtime activities will be provided e.g. Chess Club

**Appointments**
Please remember that we are often busy before school, organising our days. We are more than happy for you to make appointments to meet us at mutually agreeable times.

Please feel free to discuss your child’s social and academic progress through appointments which can be made via the teacher concerned.
Absences/Illnesses
If you know your child will be absent from school or your child is ill, please inform the Office staff by 9.00am. If you need to pick up your child throughout the school day, please fill in a form at the Office before collecting your child.

Learning Centre Positions of Responsibility
Learning Centre Coordinator (Pastoral Care and Behaviour) - Mr Gerard Cronly
Teaching and Learning Leader 5/6- Mrs Donna Duggan

General
• If your child experiences any problems or difficulties socially or academically, they will be encouraged to speak to us in an endeavour to resolve the issue within the classroom.
• We strongly encourage our students to be totally independent in all aspects of school life.
• Students are encouraged to keep drink containers in the classroom. These must contain water only. As part of our Eat Well, Move Well program, children are encouraged to bring fruit or vegetables to eat during a food break, as per classroom teacher specifications.