

# Prep Parent Information 2017



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Welcome to Prep at The Patch Primary School!

We look forward to working with your children this year and the successes and developments the year brings.

Communication between home and school is essential for a successful year.

We encourage you to keep us informed about celebrations, issues, problems or questions that may arise during the year.

Email is an easy and effective way of keeping in touch. We can also arrange a suitable time to meet to discuss any issues with you.

Thanking you for your support.

We look forward to working in partnership with you.

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# SECTION ONE

## Routines and Administration

### Bell Times

8.50am	Long bell - all students expected to be in classrooms.
9.00am	Short bell - start of learning time.
10.40am	Recess play
11.05	Long bell – start heading to classrooms
11.10	Short bell - line up outside classroom
1.05	Lunch play
1.45	Long bell – start heading to classrooms
1.50	Short bell - line up outside classroom
3.30	School day ends (3.20 for Preps)

All Prep students are dismissed at 3.20pm. Older siblings of Prep students may leave at 3.20 with their younger brothers or sisters.

### Punctuality

All students are expected to be in the classroom ready to start the day at 8.50am. If for some reason they are late arriving at school, parents will need to sign in electronically outside the general office area and take a late arrival pass to the child's teacher. Punctuality is of the utmost importance as teaching sessions will begin at this time and students who are late arriving not only miss out on critical teaching and learning, but also interrupt the learning of others. We ask that you farewell your child on the deck at let them enter the room independently. It helps the children to organise their own belongings and helps keep our room settled to begin the day.

### Term Dates

<b>Term 1</b>	Wed February 1 <sup>st</sup> - Fri 31 <sup>st</sup> March
<b>Term 2</b>	Tues 18 <sup>th</sup> April- Fri 20 <sup>th</sup> June
<b>Term 3</b>	Mon 17 <sup>th</sup> July-Fri 22 <sup>nd</sup> September
<b>Term 4</b>	Mon 9 <sup>th</sup> October- Fri 22 <sup>nd</sup> December

# Prep Timetable

Here is a timetable for specialists. All other times will include literacy, numeracy and investigations.

Monday	Tuesday	Wednesday	Thursday	Friday
	STEM Prep A			Assembly
	STEM Prep A	Philosophy (Term 2)		
<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>
Library Prep A	STEM Prep B		Art/Music	
Library Prep B	STEM Prep B		Art /Music	
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
Buddies (fortnightly)	Japanese Prep B	PE (Term 2)		
	Japanese Prep A	PE (Term 2)		

\*Please note PE for Term One will be at a time when /weather and the children’s energy level permit. They don’t need to worry about sneakers for this term.

## Class Communication

Within our Prep grades we will use our communication folder for take home books, notices and communication with you. Please bring the blue folder to school every day and have children place it in the tub.

We will supply our email addresses to you for your convenience, but please remember that we don’t always get to our check and access our email, so if there is anything urgent please call school.

Class Newsletters will be sent by email, Tiqbiz and the school website: <http://www.thepatchps.vic.edu.au>

Whole school newsletters are fortnightly, on the odd weeks you will receive a “dates and reminders” email and the following odd week a full class newsletter. We will also send out email reminders as needed.

## **SECTION TWO**

### **Behaviour Management**

## **The Patch Primary School – Behaviour Management Plan**

We, at The Patch Primary School, feel very privileged to be part of this wonderful community and teach such lovely students. The teachers work hard to assess the needs of each individual student to allow them to learn as effectively as possible. This process has been assisted through the training that teachers have been undergoing with Tom Brunzell from the Berry Street Institute. As a result of this, there are some changes that we are implementing this year.

We believe that every child at The Patch Primary School has the right to learn in an uninterrupted, safe and predictable environment, and that part of our job is to assist children in learning how to regulate their own behaviour. If a child is continuing to interrupt the learning of others, we need a process to ensure that all children can stay on task and respect everyone's right to learn.

We have received feedback from some parents that they did not like the "Step Up, Step Down" process that we have employed over the last few years, and have therefore been looking for an alternative approach. In consultation with experts in the field, and in discussion with parents after the information night held last year introducing the Berry Street Educational Model, we have adopted a new, whole school approach.

We recognise that all students can have an "off" day. Rather than giving these students a punitive consequence, we want to encourage them to get themselves back on track in a positive way that will allow them to continue with their learning. With this in mind, all students will be writing "Resilience Plans" at the beginning of the year. This plan will include individual student lead activities that will assist them to re-focus back on their work. We will encourage students to be aware of their own behaviour and take note of when they are off task, and give them strategies (or have them come up with their own strategies) to get back on track. Some examples of this may be for a student to move seating positions, or sit on their own, to get a drink, to meditate for a minute, to use a "fidget" toy, to read, etc. Students will be able to ask the teacher if they can "enact my resilience plan" if they are feeling like they cannot stay on task, or feel "heightened". The teacher may notice that the student is off task, and suggest they enact their plan.

Teachers will also be providing several "brain breaks" throughout the lesson. These are short fun activities intended to provide a break, so that children can return to their learning with a fresh approach, and hopefully, not lose focus in the first place.

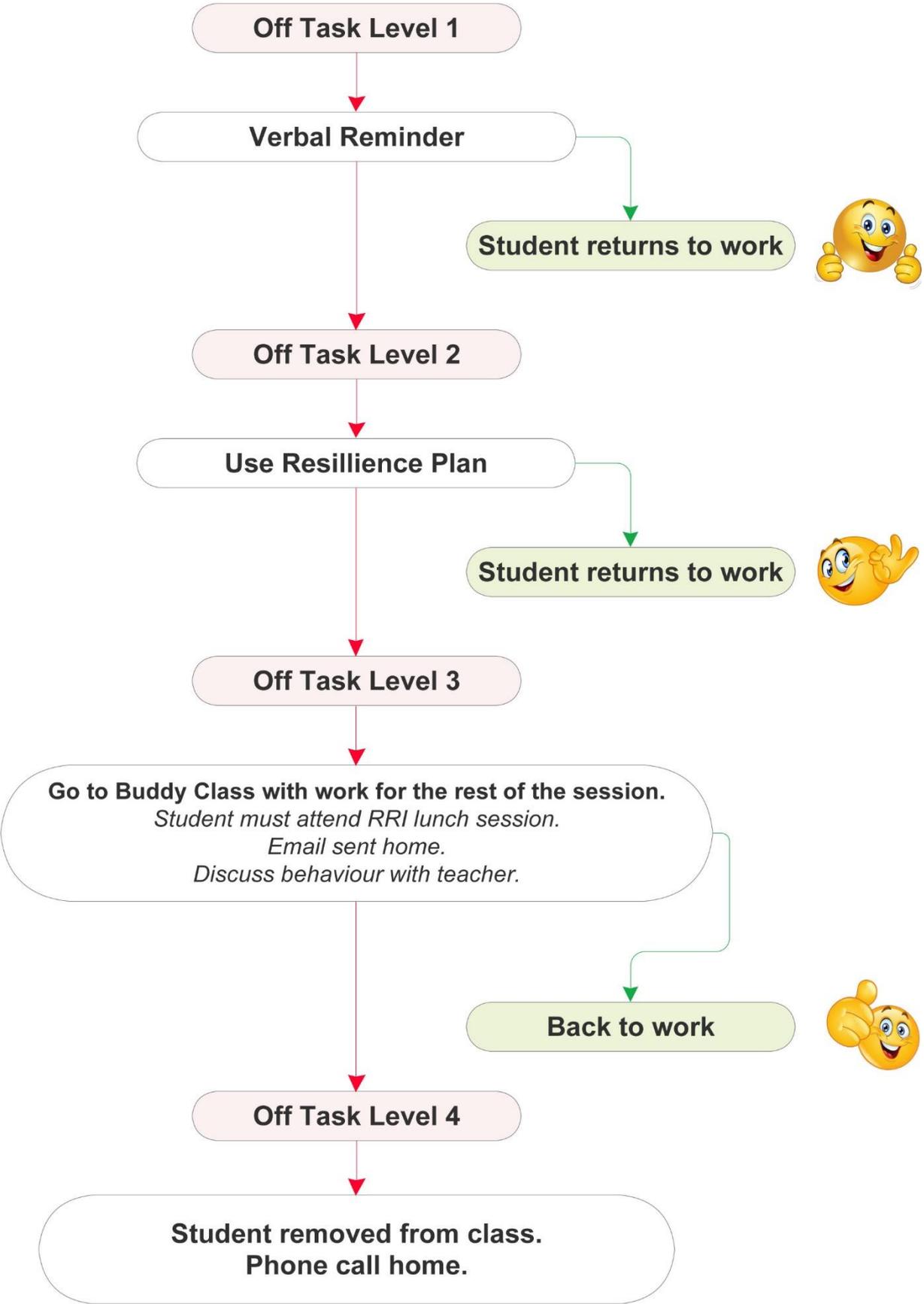
If, after being given verbal reminders and trying several different strategies to refocus, students are still not staying on task, they may be asked to go to a "Buddy Classroom" with their work until the end of that session. The purpose of this is not to punish the student in a punitive way; rather, this break is often just what the student needs to settle and refocus. Once they have been sent to a Buddy Classroom, they will need to attend a supervised lunchtime where they can catch up on any work that they have missed. We are calling this the "RRI lunchtime session" (Respect, Responsibility, Integrity – our school values). Please be assured, this will be done in a supportive environment – we want nothing more than to help our students to learn effectively. If this occurs, we will let you know via email. For more severe behaviour issues – particularly those involved in the safety of the individual student or others - parents will be called to collect their child and, on return to school the next day, students will be asked to work in another classroom for a longer period of time. We expect that this consequence will not be required for the vast majority of our students.

We will be introducing this plan to our students from the first day of Term 1, and will be frequently re-enforcing the plan to ensure that all students understand this new process. Teachers may also use their own reward system if required/desired. We know that for this plan to work, we must be consistent and follow through with each step every time. We hope that we can help your children to learn to regulate their own behaviour, manage their own distractions and develop resiliency when sometimes, things don't go exactly the way they want. We will work with you to ensure the very best learning environment for all of our students.

We encourage you to discuss this with your children. If you have any queries about these changes, please do not hesitate to contact Jane to make an appointment (Tuesday – Friday).

# Behaviour Management Plan

Unsafe behaviour = Straight to Off Task Level 4 



# SECTION THREE

## Curriculum

### The Victorian Curriculum

The Victorian Curriculum F-10 is the new curriculum for Victorian schools. It is being implemented in all Victorian Government and Catholic schools this year and incorporates the Australian Curriculum but provides Victorian standards and priorities. The curriculum is accessed from the [Victorian Curriculum F-10 website](http://victoriancurriculum.vcaa.vic.edu.au), (<http://victoriancurriculum.vcaa.vic.edu.au>)

### Indigenous Education

The Patch Primary School's Indigenous Education is underpinned by the School Vision statement and is based on the agreed values of Respect, Integrity and Responsibility. We acknowledge the land as part of the Kulin Nation and specifically as a Wurundjeri Place.

As a school we show respect towards the original custodians of our land at assemblies, with "Welcome to Country" and raising the three flags at assembly – the Australian flag, the Torres Strait Islander flag and the Aboriginal flag. We celebrate focus days of importance for Aboriginal communities such as Close the Gap and incorporate Wurundjeri Studies in the curriculum. We are currently in the process of incorporating this with our Japanese program. Our outdoor environmental program, 'Learning Landscapes', fosters a multidisciplinary approach to Indigenous studies by providing a Bunjil Tree Trail and Bush Tucker trail.

The school curriculum in Australia has made Indigenous Studies a priority because it provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding enriches students' ability to participate positively in the ongoing development of Australia as they see similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

Foundation – Year 2: Curriculum focus: Awareness of family history and community heritage.

This history curriculum enables students in Foundation to Year 2 to learn about their own social context of family, friends and school, and the significance of the past. They engage with the remains of the past; develop a concept of time as present, past and future, and through role play use their imagination to speculate about the lives of others in the past.

### Japanese

At The Patch Primary School, the Language Program focuses on Japan and the Japanese language.

By the end of Grade 6, students will have had experience in learning about the Japanese culture – including the festivals that are celebrated in Japan, and the customs and popular children's activities associated with these festivals. Students will study life in Japan, looking at the experiences of Japanese children and comparing this with their own Australian experience. They will explore the concept of tolerance - that their way and the Japanese way, although different, is not better or worse. Students will investigate what values and concepts are important to Japanese people, and how this impacts on their culture, and in particular, the Japanese language.

Students also have the opportunity this year to communicate with schools in Japan, sending messages online in English and Japanese through a password secure site, as well as participating in the "Teddy Bear Project", which involves a Teddy from Japan arriving at The Patch Primary School and be given a VIP tour, with photos, letters and work from us accompanying the Teddy back to Japan. In conjunction with Monbulk College, students from their sister school will be visiting us, and giving our students the opportunity to practise their language skills with native speakers.

Students will explicitly learn Japanese grammar structures and word order, and compare and contrast this with English grammar structures. While this allows children to learn the Japanese way, it also allows them to become more familiar with the grammar of English, and reinforces and supports the work done in their own classrooms. Numeracy is also supported through activities such as telling the time, counting money and calculating change, and exchange rates – converting the Australian dollar to Japanese yen. An understanding of the Japanese writing system is fostered, and recognition of hiragana, katakana and kanji characters is developed, as well as the correct stroke order for writing them. The Japanese way words and sentences are formulated will be introduced and reinforced through a variety of learning activities and games.

Numerous studies have indicated that learning a second language has many advantages other than being able to speak another language. Studying a second language in the earliest years of primary school is shown to advance the age of readiness in English. Language skills are transferable; what we learn in one language helps us with any other language. Learning a second language enhances the student's ability in writing and maths as well as advancing cognitive development. Research has also shown that people who learn a second language at a young age are more likely to have more advanced grey matter in their brains.

We hope that students at The Patch will find learning Japanese a fun and rewarding experience, and that students will choose to continue Japanese at high school, where available. If you have any queries, concerns or suggestions, please do not hesitate to contact our Japanese teacher, Jane sensei, to make an appointment Tues – Friday.

**がんばって ください!**

## Library

The Library program provides instruction for students on how to use a library effectively, how to access resources and how to borrow selectively and responsibly. It also offers opportunities to promote literature through book discussions, reviews, clubs, open times and shared reading.

Prep children spend time in the Library each week. Please make sure your child has their Library bag and books on this day. Prep students may borrow one book per week. They can keep them for the week and return them at their next library session (this year it's Monday).

Please ensure books are looked after and borrowed and returned via a library bag e.g. plastic bag/ blue reader folder. If books are lost please let your home group teacher know and the lost book needs to be replaced with a book similar quality, topic and value.

## Literacy

Our Early Years Literacy Programme includes exploration and explicit teaching of reading, writing, spelling, handwriting skills and speaking and listening.

### *Assessment*

Teachers are always assessing students both formally and informally. During Term 1 Prep children will be involved in completing the Online English Interview. This will enable us to get a snapshot of where your children are in terms of reading, writing, oral language, spelling, and phonemic awareness. Based on this information, we are able to identify individual needs and tailor learning to support them in progressing to the next level.

### *Reading and Writing*

The ability to read and write with understanding is a core element of our literacy program. As a team we all have a love of reading and remember being drawn to books and spending countless hours 'getting lost' in them. It is this love of reading we want to develop in the young children we work with each day. We are aiming to build a community of strategic readers and writers. To do this we will be explicitly teaching the reading and writing strategies they need to be successful.

### *Independent reading and reading conferences*

The Prep's participate in 'Independent Reading'. This involves choosing a 'just right book' and looking for meaning in what they read. 'Independent Reading' time is not just silent reading. Students are thinking while they read; this may involve asking questions, making predictions or making connections to themselves, other texts or to the world. This is the time where we talk to your child about their reading, listen to them read a 'just right book' to determine what their needs are, and establish a goal to work towards. We look at all facets of reading – not just decoding. These include: comprehension, fluency, speed, punctuation, expression, ability to self-correct among others. We record this information and keep track of their progress by conducting conferences daily (**We aim to conference with each child once a month**).

You may see us sitting at our reading conference with a child. This communicates to the children that we are unavailable to discuss things with them at that time, we would appreciate if you could also respect this time while we are conferencing with students.

### *Writing*

Writing time is sometimes driven by your child's interests; sometimes it is a set topic and sometimes a small group explicit teaching task. Not everything is corrected as we encourage children to write so that they can tell us what they have written. It only needs to be perfect if others are going to read it or if it is going to be published.

Prep children will receive a set of golden MI100W during 1<sup>st</sup> term. Children will be tested at school as to whether they can read the words out (without sounding out). Children move through different sets of coloured words which will help them with their reading (often these are called 'sight words'). Encourage children to practice these at home with you. You could make it fun and play games with the words!

### *Reading Eggs*

ABC Reading Eggs and Reading Eggspress is a program developed by the Blake Education literacy team, the publishers of Storylands, Go Facts, Sparklers, Giggles etc. The program allows students to experience a unique online world, supporting individual learning by offering one-on-one lessons where children progress at their own rate. With interactive animations, fun games and memorable songs, Reading Eggs is great fun. The program also allows teachers to keep track of individual student's progress and move children on so that each child is working at their own level.

## Music

Music is an important part of school life at The Patch. We currently have two specialist music teachers and several visiting instrumental teachers. Students attend weekly music lessons in the music room as part of our rotations program. During this session, it is The Orff approach which is the underlying teaching methodology used by both specialist teachers.

This approach is designed so each child can contribute according to their ability, catering well for the range of different levels encountered in a typical class. The approach uses speech, singing, movement and instrumental playing to teach the elements of music. The emphasis is on practical music making activities rather than theory. Children learn to create their own music before learning to read and write music. Improvisation, or spontaneously created music is also a key part of this approach.

In the early years of schooling children relate to the world primarily through their bodies. Music and dance provide a natural way for them to explore this connection. Singing, dancing, listening to music, telling stories, responding to sounds, creating sounds and gestures are all pathways to learning. The focus is on creative and experiential learning of beat and rhythm and singing and the gradual introduction of playing specific melodies or rhythms on instruments.

# Numeracy

The Numeracy program at The Patch is delivered in a variety of ways. Explicit teaching of key mathematical skills underpins our approach, facilitated via whole group, small group and in some cases, individualised learning activities. We encourage our children to explore problem solving in a safe environment where errors are seen as learning opportunities, and open-ended tasks encourage risk taking and multiple solutions to problems.

Comprehension in numeracy is just as important as it is in literacy. We plan for students to develop their comprehension through focused activities, class discussions and the attainment of a rich mathematical vocabulary. Digital Technology is made available to engage and support learning, with Mathletics accessible for students in the classroom and from home.

Regular formal and informal assessment is used to develop a maths curriculum that caters for each student's point of need. Where necessary, students will be supported in small group work to consolidate and extend their understanding of key skills and concepts.

Our goal is to develop confident, creative thinkers who can apply their numeracy skills to solve problems in a variety of real world contexts.

# Philosophy

Philosophy is an exciting subject that encourages students to ask questions, listen carefully, evaluate reasons, uncover assumptions, clarify ideas and concepts, make judgements and draw inferences.

Philosophical inquiry is primarily concerned with the search for meaning through activities help us to develop a framework in which questions of how we think and know are considered alongside equally fundamental questions of how we ought to treat one another and the world itself.

The practice of philosophy in schools is implemented through the community of inquiry where both abstract (conceptual) and concrete thinking are explored.

Although it is ideal to form communities of inquiry across all disciplines and subject areas when it comes to teaching children to be inquirers the discipline of philosophy has a special role to play. Philosophy commits us to persistent and disciplined thinking with social, ethical, aesthetic, affective and political components.

Philosophy is not so much concerned with final answers as it is with coming up with and exploring better questions and tentative answers.

# Physical Education

Physical Education is the process through which sport and sport education, outdoor adventure activities, dance, gymnastics, aquatic, ball handling and athletics are used to help students learn motor skills and to learn about and achieve physical fitness. Physical Education activities also assist in the development of personal and social skills in students.

Students in their formative years P-3 develop basic education skills. These include the development of the essential fundamental motor skills - the catch, kick run, vertical jump, overhand throw, ball bounce, leap a, dodge, punt, forehand strike and two handed side arm strike. Students must be given the opportunity to learn essential motor skills upon which later learning is dependant. Mastery of these skills by students is necessary if optimum development of higher level skills is to occur.

Children will be participating in a 1 hour session of physical education each week. Depending on the activity and the weather – they will use the hall as well as the outside areas. Over the four terms we will be covering:

Term 1: Ball handling skills

Term 2: Games

Term 3: Dance – Stomp the Beat

Term 4: Swimming

Athletics

## STEM Education at The Patch PS.

According to the National STEM strategy (2013) “STEM is everywhere. Our nourishment, our safety, our homes and neighbourhoods, our relationships with family and friends, our health, our jobs, our leisure are all profoundly shaped by technological innovation and the discoveries of science”.

This year at The Patch PS, we are introducing STEM education into the whole school curriculum. The acronym stands for Science, Technology, Engineering and Mathematics, but it is more than the sum of its parts. It also covers the interrelationship between these areas, allowing learning to be delivered in an integrated way, helping a deeper engagement in the four disciplines. (The engineering component is found in our design and technologies curriculum which also includes the digital technologies).

STEM covers a wide range of disciplines and skills, which are increasingly in demand in our rapidly changing world. STEM skills and knowledge are important for all stages of our learning, jobs and everyday lives.

STEM education will absorb our environmental education, science and sustainability programs and be taught at all levels throughout the year. Students will participate in a transdisciplinary program that provides authentic contexts for modern learning and develops skills such as collaboration, critical thinking, creativity, problem solving and effective communication. Some activities will be stand alone, others will form part of rich learning tasks spread over the semester or year.

Our STEM educators are Nina (prep and year 2/3), Tania and Megan (year 1) and Michelle (year 4, 5 and 6). Feel free to chat with them about their programs.

We shall be providing more information about this program in the coming weeks. Please read our school newsletter and check our website for updates.

## Science

Science at The Patch Primary school covers all aspects of The Victorian Curriculum and is assessed in two areas:

- Science Understanding.
- Science Inquiry Skills

The learning outcomes in Science contribute to developing students’ scientific literacy. Scientific literacy is described as an individual’s:

- scientific knowledge and use of that knowledge to identify questions, acquire new knowledge, explain scientific phenomena and draw evidence-based conclusions about science-related issues
- understanding of the characteristic features of science as a form of human knowledge and enquiry
- awareness of how science and technology shape our material, intellectual and cultural environments
- willingness to engage in science-related issues, and with the ideas of science, as a reflective citizen

There are 5 areas covered by Victorian Curriculum Science Understanding strand - Science as human endeavour, Chemical, Physical, Biological and Earth and Space Science) from Foundation (Prep) to Year 6.

## Visual Arts

Creative learning experiences in the visual arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

Learning in the visual arts at The Patch Primary School takes several forms. Through arts practice students learn to develop ideas by drawing upon experience, exploring feelings, observing and researching. In order to communicate

ideas, students learn the elements, principles, processes and techniques as well as the cultural and aesthetic values associated with specific art forms.

In responding to the visual arts, students learn to analyse and interpret art works. They learn how the visual arts are practised and valued in different societies and cultures, past and present. They form personal judgements of their own and those of others. They understand the skills and intentions of artists and the social or cultural contexts in which their works were produced.

## SECTION FOUR Extra-Curricular Activities

### Camps & Excursions

#### Excursions

Excursions form an integral part of the learning experience of pupils at The Patch Primary School. It is expected that all children will attend excursions. Costs of individual excursions and the number of excursions each year are kept to a minimum.

Prep children will attend a buddy excursion in Term 4 with their Grade 6 buddy and swimming at Monbulk pool also in Term 4. The other events for Preps will be incursions/special days at school.

Information will be provided for all excursions. Please ensure that all details are completed before returning to the school with payment by the due date. **Payments cannot be made on Fridays.**

## SECTION FIVE Assessment

### Assessment at Your Child's Level

Assessment at Prep level includes the following:

- Online Numeracy Interview
- Online English Interview
- Running Records of reading (during individual reading conferences – known as “FP Testing”)
- Individual reading and writing conferences
- Teacher observations and records
- Moderation rubrics
- Class tests

At The Patch Primary School we upload information for analysis to both the Victorian Department of Education and our own web-based data base. Data analysis is used to inform the future teaching of your child.

# SECTION SIX

## How to Help Your Child

### Homework

In the Prep area children are encouraged to read for 10-15 minutes every school night with a parent (where practical). We also send home Magic 100 Words for your child to learn to read and eventually spell. The words go up in coloured levels. We test these words on a Friday (where possible) and move children along as they achieve the next level.

\*Mathletics and Reading Eggs are encouraged but not an expectation. Passwords for these programs will be sent home during Term One.

### Parent Assistance

As school and home is a partnership in educating your child we welcome your assistance in many ways. The following are just some of the ways you may assist your child and their school:

Excursion helpers

Reading/spelling

School Council Membership

Involvement in Community Activities

Working Bee Involvement

Garden Team Membership

In Term 2 (once the children have settled into a routine) we will ask for parent helpers to listen to the children read.

### Tips on Helping Your Child at Home.

Some Tips on helping your child at home

- Give your child roles and responsibilities as it makes them feel valued and worthwhile and helps to make them independent.
- Give your children clear boundaries and realistic expectations for behaviour.
- Develop resilience.
- Never underestimate the importance of speaking and listening to your child as it underpins all their learning. Remember you are their primary teachers; engage them in lots of talk. Through talk help them to wonder and question the world around them.
- Talk to them about their learning, what they find difficult, easy, puzzling etc. Help them clarify their thinking by throwing in lots of why questions and 'because'
- Encourage them to be critical thinkers, independent-minded readers, speakers and listeners.
- Introduce them to 'powerful words' and the power of words this develops their vocabulary and encourages them to use interesting words.
- When learning spelling encourage looking at word patterns, word building, usage and the origin of words.
- Display, in prominent places, things that need to be learnt, like times tables, spelling words etc.
- Use real life, everyday situations, like cooking and shopping to help them develop their mathematical skills and thinking.
- Involve them in the use and handling of money when shopping. Compare prices, weights etc. and discuss 'best buy'.
- Still read to and with them. Talk to them about their reading, even read what they are reading. Discuss things like, what inferences are made, what predictions are reasonable and what conflict and resolution takes place. Stop and discuss interesting words and descriptive, emotional (beautiful) passages.
- Share their music with them and discuss the lyrics. That may be difficult.
- Encourage your child to make connections in their learning and with the world around them.
- Finally discuss social issues with them to help develop their awareness, thinking and understanding of the world around them