

Prep Parent Information 2023



The Patch School
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Welcome to Prep at The Patch Primary School.

We are excited for the opportunity to work with and support your children as they embark on their learning journey with us.

Communication between home and school is essential for a successful year. We encourage you to keep us informed about family events, celebrations or issues that may impact your child's learning.

Please don't hesitate to email your teacher when you have a question or if you would like to make a time to meet in person to discuss any concerns you may have. We are here to support 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

8.55am	Long Bell - start heading to classrooms
9.00am	Short bell - classroom doors open and start of learning time.
11.00am	Long recess play
11.43am	Long bell – start heading to classrooms
11.45am	Short bell - line up outside classroom
11.45 - 12pm	Lunch eating time in classrooms
2.00 pm	Short recess play
2.25pm	Long bell – start heading to classrooms
2.30pm	Short bell - line up outside classroom
3.20pm	School day ends Junior School (Prep -2) Pick-up time 3.20pm.

Punctuality

All students are expected to be in the classroom ready to start the day at 9.00 am. 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 critical teaching and learning, but also interrupt the learning of others. If your child is late then a parent or guardian will need to sign them in via the computer at the front office. We ask that you farewell your child on the deck or chessboard and let them enter their classroom independently. It helps the children to organise their own belongings and helps keep our room settled to begin the day.

Term Dates

Term 1	30 January 2023	6 April 2023
Term 2	24 April 2023	23 June 2023
Term 3	10 July 2023	15 September 2023

Prep Timetable

	Monday	Tuesday	Working together Wednesday	Thursday	Friday
9-10	Writing	Writing	Literacy Outdoor learning	Kinesthetic/ Literacy Activities	Assembly
10-11	Reading	Reading	Numeracy Outdoor Learning	Numeracy/ investigations	Prep B PE/MUSIC
11-11.45	RECESS	RECESS	RECESS	RECESS	RECESS
11.45- 12.00	Eat Lunch	Eat Lunch	Eat Lunch	Eat Lunch	Eat Lunch
12-1	Numeracy	Numeracy	Prep A LIBRARY	Prep A STEM Prep B ART	Prep A PE/MUSIC
1-2	VIP- Very Important Play!	VIP - Very Important Play	Prep B LIBRARY	Prep A ART Prep B STEM	Prep B PE/MUSIC
2-2.30	RECESS	RECESS	RECESS	RECESS	RECESS
2.30- 3/3.320	Mindfulness/ Nature Walk	Story time	Singing session	Cosmic Yoga/Nature Walk	Prep A PE/MUSIC

*Please note this timetable is modified for Term One as we settle Preps into school and as needed throughout the year. Indigenous education will be weaved into our literacy/inquiry learning..

*On Wednesdays both Prep grades will work together or in mixed groups to participate in outdoor learning activities. This is an excellent opportunity for students to connect and learn with their peers across classes.

Class Communication

Within our Prep grades we will use our communication folder (blue folder) for take-home books (readers), diaries, notices and to communicate with you. **Please bring the blue folder to school every Monday** and have children place it in the tub. They do not need to bring their blue folder in any other day.

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

Class, School, Wellbeing and School Council Newsletters will be sent by email and can be found on the school website: <http://www.thepatchps.vic.edu.au> We will also send out email reminders as needed.

Wet Weather Days at The Patch PS.

In line with international findings that demonstrate that time spent outdoors throughout the year is valuable in developing deeper nature connections, greater awareness of seasonal and weather changes, opportunities to experience weather variations, and build resilience, we spend our recess and lunch play time outdoors all year round.

To ensure students are protected from the weather, we ask that they bring a raincoat to school and wear this during wet weather. Students wearing appropriate wet weather gear are allowed to continue to play on the oval or play equipment. If a student does not have a coat, they will be required to take cover under the breezeways or decks until the rain has passed.

Our students are becoming much more responsible and making appropriate clothing choices to maximise their playtime outside and to experience the sensations of falling rain without getting wet. These can be magical and memorable moments. We have also found that time spent outdoors has a calming influence on students that often improves their focus for learning when they return to the classroom.

Some students like to use an umbrella to school. These are useful but do not replace the need for a coat. It may be worth adding some spare socks or other uniform items to the school bag for emergencies, particularly in winter when ball sports are popular on the oval.

Students are not permitted to play outside during thunderstorms. In these circumstances class teachers supervise time indoors until it is safe to return outside.

SECTION TWO

Berry Street Educational Model/Behaviour Management

Berry Street Educational Model

The Berry Street Education Model underpins everything we do at The Patch Primary School and all staff have been trained to implement this model within their classrooms. It is based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth.

The five domains of the Berry Street Education Model correspond with the child-development capacities that each student must build in order to be 'ready to learn'. We focus first on building their capacity to engage and then nurturing their willingness to engage.

Body

Building students' capacity by increasing physical regulation of the stress response, de-escalation and focus.

Relationship

Nurturing on-task learning through relational classroom management strategies.

Stamina

Creating a culture of academic persistence by nurturing resilience, emotional intelligence and a growth mindset.

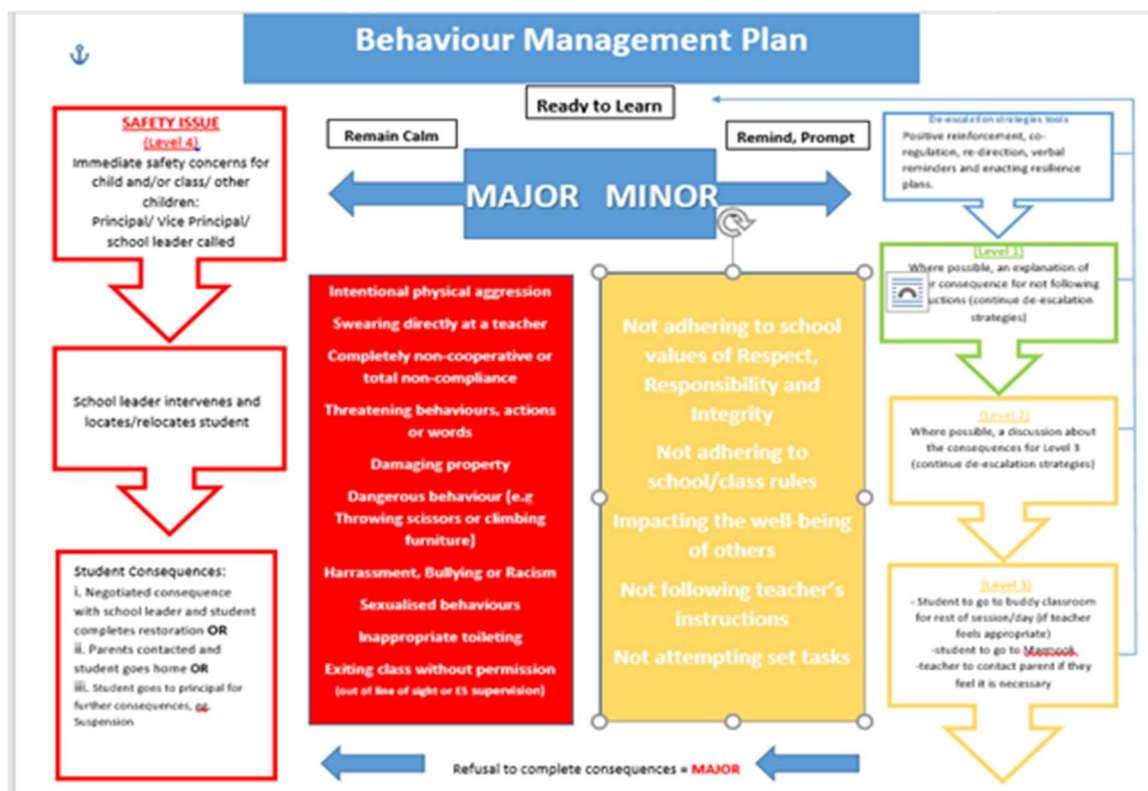
Engagement

Motivating students with strategies that increase their willingness to learn.

Character

Harnessing a values and character strengths approach to instill students' self-knowledge for future pathways.

Behaviour Management Flow Chart



Berry Street Behaviour Management Plan Explained

We believe that every student at The Patch Primary School has the right to learn in an uninterrupted, safe and predictable environment. If a student is continuing to interrupt the learning of others, including impacting the well-being of another student or not following the class/school rules or values, we need a process in place to help these students to re-focus to ensure they and others are able to learn in a safe environment.

At The Patch Primary School students from Grade 3-6 will create an Individual Resilience Plan. This is a plan your child writes in consultation with their teacher. Essentially, this plan is used to redirect children if they are becoming off task or heightened. The plan will allow students to spend 5 mins doing a short activity, such as getting a drink, sitting in a quiet space, bouncing a ball etc. Your child can ask to enact their resilience plan or a teacher may request they enact their plan if their behaviour is beginning to disrupt their, or others', learning, impacting the well-being of another student or not following the class/school rules or values.

In the younger years we feel children need more direction with their resilience plans and therefore in Grades 1-2 the resilience plans are whole class plans that are agreed upon at the beginning of the year. This way the students can feel safe to choose an activity they are familiar with from a pre-determined shared list.

Prep is a year we believe that the teacher needs to model co-regulation, and therefore we don't have formal resilience plans. Co-regulation may look like the teacher sitting with the child, modelling calm breathing and talking through the problem, the aim is to establish what works for that child to self-regulate. Prep children regularly eat, drink and have mini-breaks/brain breaks.

Teachers may not always say, 'you need to enact your resilience plan', often teachers will simply say, 'would you like to go and get a drink' (or chose something off the resilience plan) to redirect the student and help them deescalate and re-focus, ready to learn.

The de-escalation strategies (verbal reminders, re-directions, co-regulation, positive reinforcement, resilience plans) are used first and foremost as tools to re-direct behaviour. In most cases this is enough to re-focus students and no further action is needed. However, to ensure the needs of others in the class are also met our Behaviour Management Plan may need to be implemented and **levels 1-3** given if a student is continuing to interrupt the learning of others, including impacting the well-being of another student or not following the class/school rules or values.

When a teacher has **immediate** safety concerns for the child, the class, other children or themselves a student may receive an **immediate Level 4** and the Principal / Vice Principal / school leader will be called to remove the student from the classroom.

As we do with teaching and learning, teachers will take into consideration each student's individual needs (external factors, home life, illness, additional needs etc..) and will of course make reasonable adjustments for those students as required.

What is Marmook?

Marmook is run during our **second break (2-2.30) in the library**. Staff supervise this space and are available for children who need some support during that time. Marmook is a Wurundjeri word offered for our use by Wurundjeri Elder, Murundindi, and means ancestor pathway or special place. We feel it represents the restorative nature of this space we are trying to create.

How is Marmook used?

Marmook is used in a multitude of ways:

- Students can choose to come into Marmook if they need some quiet time away from the playground. Here they can play a board game, read, draw or chat to the teacher if they have a problem they need help with.
- It is a lovely safe space for children who may be having friendship issues to come. Teachers in Marmook will monitor the children they see regularly and liaise with their classroom teachers to assist where necessary.
- Many children use the space to continue working on projects or tasks that they started in class and wish to develop further.
- A teacher may also ask a student to finish off some work there before heading out to play if they have not used their class time appropriately (there is a teacher there to help if they need assistance).
- **Grade 5/6 only** - Students who DO NOT complete their homework 3 times in a term will have to attend Marmook for half of second break (15 mins) on 3 occasions to complete the assigned homework. If students are not prepared for book circle they will need to catch up on their preparation in Marmook on the day of book circle.

Level 3 (see flow chart)

- It is also used as a consequence and restorative space for a student that reaches Level 3, for continued disruptive or unsafe behaviours that interrupts the learning of others in the classroom, this includes impacting the well-being of another student or not following the class/school rules or values. Once a child has reached Level 3 (see Behaviour Management Plan) they will spend time at Marmook either on the same day or the following day. Here, they **will not** be met by an angry teacher. Instead the supervising teacher will chat to them about their day, how it could have been different, what they need to do to get back on track, how their behaviour affects others etc. Often, children that come in for this reason just need an

external person to listen to them and to workshop what has been going on for them. We believe that having this discussion once a child has deescalated and away from the classroom and their peers is far more beneficial than in the classroom. *Students that have come to Marmook on Level 3, leave at the half time bell so they still have plenty of time to run around and get a drink before going back to class (they are roughly in Marmook for 12-15 minutes).*

Teachers will email/call/chat to parents **ONLY** if they feel it is necessary and further action needs to be taken. Any serious issues are also dealt with by Deb and Michelle privately with the family of the child involved.

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>)

Auslan

Auslan (Australian Sign Language) is the majority sign language of the Australian Deaf community.

In Prep - 2, learning Auslan involves both expressive (signing) and receptive understanding skills (reading back what others' sign).

Some of the areas covered this year will be:

'What is Auslan?' The Auslan Alphabet, and frequently used signs associated with colours, family, school, animals, numbers, feelings, days of the week, months and simple greetings.

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 "Acknowledgement of 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. Our outdoor environmental program fosters a multidisciplinary approach to Indigenous studies by providing an Indigenous Tree Trail and Wurundjeri words are used throughout the school.

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.

Library

The Library program provides opportunities for students to learn how to use a library effectively, access resources and browse and borrow selectively and responsibly. Most importantly our library sessions aim to support and foster a love of reading for pleasure and develop engaged readers who have the capability and inclination to read and learn beyond their years at school.

Prep children spend time in the Library each week (every Wednesday). Please make sure your child has their Library bag and books to return 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. If children do not return the book they have at home they will be unable to borrow a book that week.

Please ensure books are looked after and borrowed and returned via a library bag (not blue folder). If books are lost please let your child's teacher know. We ask that the lost book be replaced with a book of similar quality, topic and value.

Literacy

Our Early Years Literacy Programme includes exploration and explicit teaching of phonemic awareness, synthetic phonics, 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.

Phonemic Awareness and Synthetic Phonics

Phonemic awareness is the understanding that spoken words are made of individual sounds called phonemes. A phoneme is the smallest unit of sound we hear in a word. Phonemic awareness falls underneath the umbrella as a subset of phonological awareness. Rather than working with larger units of spoken language, we ask students to listen for the individual sounds or phonemes in a spoken word. When we ask students to blend or segment words into the smallest unit of sound they hear, we are working at the phonemic awareness level. For example, the four sounds /p//l//a//n/ can be blended to make the whole word plan.

We use a Synthetic Phonics approach to teaching reading and writing.

What does Synthetic Phonics actually mean? In a program using a synthetic phonics approach, children start by learning about the sounds within spoken words. As part of learning about the different sounds we use to make words, children will be taught about the letter (or letters) we use to write the sounds down. When introducing the letter we use to write the /s/ sound down the teacher might write or display the letter 's' and say "we use this letter to write down the /s/ sound. The name of this letter is 'ess'". Children learn letter representations for each of the 44 sounds of English. When they see a letter or digraph (two letters that together make one sound), they should be able to say its sound. They then learn to blend (put together) these sounds to make words. Once they can do this, they are reading

words. There are numerous “Synthetic Phonics” programs available, we use THRASS. They all have more or less the same set of sounds. We introduce commonly used consonants and short vowel sounds first (s/a/t/p/i/n), followed by adjacent consonants, digraphs and long vowels. Children learn one way of writing down each of the sounds and are then gradually introduced to spelling alternatives for each of the sounds. Sometimes they are still learning about the more complex spelling alternatives in upper primary or even secondary school. For example, we first learn that the /s/ sound is written down using the letter ‘s’ (as in sun). Later, we learn that we can write the /s/ sound using the letter ‘c’ (as in city) or ‘sc’ (as in science), and later still we learn that we can write down the /s/ sound using the letters ‘ps’ (as in psychic) or ‘st’ (as in listen).

Reading and Writing

The ability to read and write for meaning, self-expression and pleasure is at the heart 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 explicitly teach phonemic awareness, synthetic phonics, reading for meaning 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).

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 1st 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

All Prep students attend music for one hour each week with Sofia Walsh. Music lessons are practical sessions where students sing, chant, dance, play percussion instruments and create music with a focus on participating as a group.

We have visiting Instrumental teachers who are available for private or small group lessons for a fee.

Hiro Mukai - Violin hiro1656@hotmail.com

Jess Dunn - Ukulele and Singing jessdunn.arts@gmail.com

Madeline Rowe - Piano musicalmother@hotmail.com

Eddie Cole - Guitar music@eddiecole.com

Students come out of class for 20 - 30 mins per week for these lessons. Please make contact with the teachers if you are interested in your child having lessons.

Nature-Based Learning

Experiential learning is not new. Environmental Education has taken place at The Patch PS for many years and has manifested in the creation of the beautiful grounds and wildlife habitats and a profound connection to nature. A new focus, however, is the establishment of nature-based learning. This instructional model integrates learning across disciplines in an outdoor context. It allows for a change of pace and place and promotes opportunities for problem-solving, decision-making, independent and group learning and direct experience. All curriculum areas can benefit from this approach however it is the ability to make connections between head, hand and heart and discover how we are bound together in the community of life that will have a profound impact on how we live and how we interact with the world around us.

Nature-based learning at The Patch shall encompass all disciplines. Students may use nature to inspire artworks, or perform on the outdoor stage. They may visit the fern gully and wetlands to investigate the water cycle or examine erosion and changes in the earth's surface. The variety of loose natural materials are perfect for making patterns, conducting maths operations or classification and the edible gardens teach much about food cycles, the seasons and horticulture. The hands-on experiences are then able to be written or spoken about in a range of ways and contexts. Ethical discussions, problem-solving and debating can produce even richer learning experiences. According to educational researcher Edgar Dale, "people remember only 10 percent of what they have read, 20 percent of what they have discussed, and 90 percent of what they have experienced.

Finally, evidence tells us that spending time in nature can influence a person's happiness because it directly affects the brain and hormone secretion. Our outdoor environments can reduce stress and increase wellbeing and this can have long lasting effects on the structure of the brain and happiness later in life.

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 sessions provide a forum for children to wonder, think critically and creatively, ask questions, listen to alternate perspectives, evaluate reasons, uncover assumptions and consider that there are multiple ways of understanding the world.

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: Fundamental Motor Skills/Athletics
- Term 2: Dance
- Term 3: Jump Rope for Heart
- Term 4: Swimming
Athletics/ball skills

Respectful Relationships

Respectful Relationships education is a core component of the Victorian Curriculum through the Health and Physical Education and Personal and Social Capability curriculum areas. Respectful Relationships is a whole-school approach and was created in response to the Royal Commission into Family Violence.

The Patch delivers this program through the Resilience, Rights and Respectful Relationships teaching and learning resources.

The program promotes and models respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

STEM

Science, Technology, Engineering and Mathematics (STEM) education at The Patch Primary School is an exciting undertaking, with students fostering their curiosity, inquisitiveness and questioning as well developing their knowledge and skills.

There is a focus on hands-on learning with real-world applications. Students will spend time working outdoors, exploring and shaping our school environment.

It is important that students have appropriate clothing such as hats and raincoats at school on the day they have STEM in case we are working outdoors. This will allow everyone to be comfortable outdoors, rain or shine.

There is a strong emphasis on group work in the STEM program, with students working together to complete tasks. Working collaboratively helps students develop their social skills including sharing ideas, listening actively, compromising and taking on leadership roles.

STEM education is a fascinating journey, one that students should be excited about! Our STEM teacher, Nina has a background as a Zoologist and is always up for a friendly chat if you see her around. Nina also manages the school's sustainability, recycling and 'Terracycle' programs, which will be mentioned from time to time in assemblies, newsletters and Facebook posts.

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.

Please ensure your child has an Art smock or shirt in order to avoid their uniforms getting stained. It also ensures that children can participate fully in the Art program. The Art smocks will be left at school in the classroom.

SECTION FOUR Extra-Curricular Activities

Camps & Excursions

Excursions/ Incursions

Camps, incursions and excursions will always be subject to health orders at the time of the event.

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 on Puffing Billy (Friday 17th November approx cost \$30.00) and swimming at Monbulk pool also in Term 4 (Dates TBC-approx \$90.00).

The other events for Preps will be incursions/special days at school. Our 100 days of school celebration will be held on Friday 28th July.

Preps will also have a special 'camp' afternoon in Term 3 where we extend their school day. We keep the children at school and have afternoon teas and play games. This will be held on Thursday Aug 24th and children will be required to be picked up at 5pm

Our end of year Prep celebration morning will be at school on Monday December 11th at 2.30pm.

Information will be provided for all excursions. Payment and permission forms are completed via Qkr. Please ensure that all details are completed before returning to the school with payment by the due date.

SECTION FIVE

Assessment

Assessment at Your Child's Level

Assessment at Prep level includes the following:

- Online English Interview
- Essential Assessment (Mathematics)
- Running Records of reading (during individual reading conferences – known as “F&P Testing”)
- SWST Spelling Assessment
- 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 will also send home a ‘sound sheet’ which will help your children practise the basic/initial sounds we are learning at school. These sounds are the most common sounds that the letters of the alphabet make, such as /a/ as in apple, /b/ as in ball etc. Learning the letters of the alphabet and each letter’s initial sound is crucial for children beginning to read and write.

We will also send home the Magic 100 Words for your child to learn to read and eventually spell. Magic Words are the most commonly used words in English, so it helps to become familiar with these words when learning to read and write. Many of these words are difficult to ‘sound out’ as they contain complex spelling patterns. For example, ‘**the**’. The /t/ and /h/ join together to make one sound and the /e/ makes an /u/ as in ‘up’ sound rather than /e/ as in egg.

Magic 100 Words make up half of all the words in reading and writing.

The words go up in coloured levels. We test these words 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 are 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	2nd hand Uniform Shop helpers
Classroom helpers	Reading/spelling
Involvement in Community Activities	Classroom Reading
Working Bee Involvement	PatchFest Committee
School Council Membership	Scholastic Book Club helpers
Garden Team Membership	Fundraising Projects

Tips on Helping Your Child at Home

The Victorian Department of Education and Training has some excellent online resources for ways you can support your child's learning.

General Information and Parent Support Articles

<https://www.education.vic.gov.au/parents/Pages/default.aspx>

Numeracy

[Mathematics and numeracy at home](#)

[Birth to Level 2 - Numeracy at home | Department of Education and Training, Victorian Government Initiative](#)

Reading, Writing, Speaking and Listening

[How to build your child's literacy skills from birth to year 2](#)

STEM (Science, Technology, Engineering and Mathematics)

[Science, technology, engineering and mathematics \(STEM\) skills](#)

Looking After Your Child's Wellbeing

[Looking after your child's wellbeing](#)