

# Grade 1/2 Parent Information 2023



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Welcome to Year 1/2 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. Appointments can be made to meet with your child's classroom teachers if required.

*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

9:00am	Start of learning time.
11:00am	Long play (45 minutes)
11:45	Lunch eating time
2:00pm	Short play (30 minutes)
3.20pm	Dismissal

### 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 building 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 at 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.

### 2022 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

## Punctuality

All students are expected to be in the classroom ready to start the day at 9.00am. If for some reason they are late arriving at school, parents will need to sign in electronically outside the general office area. 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.

## Learning Timetables

Time	1/2 A - Haley	1/2B - Pauleen	1/2C - Hayden	1/2D - Jennie
Monday 1:00 pm			Library	
Monday 2:30pm				Library
Wednesday 9:00 am	PE	STEM	Art	Music
Wednesday 10:00 am	Music	PE	STEM	Art
Thursday 9:00 am	STEM	Art	Music	PE
Thursday 10:00 am	Art	Music	PE	STEM
Friday 12:00 pm	Library			
Friday 1:00 pm		Library		

## Class Communication

A digital year level newsletter will be sent to you during Week 4 of every term via email. It will also be uploaded onto the school website <http://www.thepatchps.vic.edu.au>. The class newsletter will contain information about our teaching and learning as well as important dates and information. We may also email you in between newsletters if there are any updates.

Each child will bring home a Journal to record their reading at home. Parents are asked to monitor their child's reading and sign the journal each day to show your child has read for at least 10-15 minutes.

## **SECTION TWO**

### **Berry Street /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 instil students' self-knowledge for future pathways.

## **The Patch Primary School - Berry Street Behaviour Management Model 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 refocus 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. The aim is to establish what works for that child to self-regulate. 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 refocus, 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 redirect behaviour. In most cases this is enough to refocus 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, Murrindindi, 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:

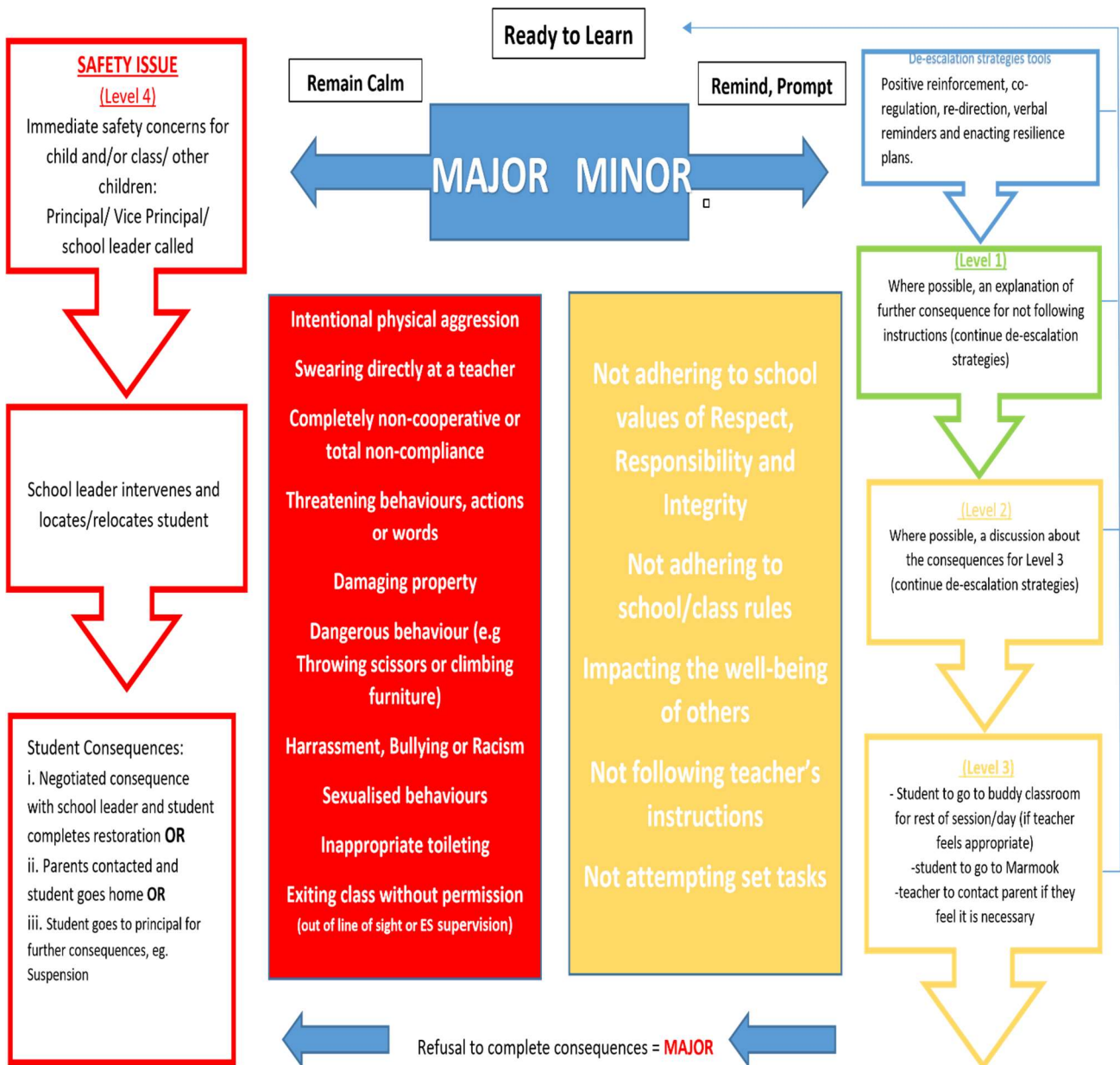
- Students can choose to come into Marmook if they need some quiet time away from the playground. Here they can play a board game, read, draw or chat to the teacher if they have a problem they need help with.
- It is a lovely safe space for children who may be having friendship issues to come. Teachers 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).

### **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 halftime 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

## Victorian Curriculum

The Victorian Curriculum F-10 is the curriculum for Victorian schools. It is implemented in all Victorian Government and Catholic schools 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>).

A range of resources have been developed to support the implementation of the Victorian Curriculum including information regarding curriculum planning and assessment, curriculum area-specific advice, and professional learning opportunities.

In addition to resources on this website and the Victorian Curriculum F–10 website, the VCAA also provides the [Curriculum Planning Resource](http://curriculumplanning.vcaa.vic.edu.au/home) portal (<http://curriculumplanning.vcaa.vic.edu.au/home>), designed to support school leaders to plan and document a comprehensive whole-school curriculum.

For a visual guide to assist locating key information and resources related to the Victorian Curriculum F–10, please see the [Quick Guide](#) on the VCAA website.

## 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.

## AUSLAN

Learning Auslan involves both expressive (signing) and receptive understanding skills (reading back what others’ sign), hence lesson activities continue to develop these skills. At this level, the students mainly work in the whole group, managed by the teacher, and are provided with the opportunity to reflect on their learning together.

### Term 1

'What is Auslan?' (Australian Sign Language). Auslan is a signed language using the hands, with no voice, which is used by the Deaf Community. They learnt the Auslan Alphabet, and frequently used signs associated with Colours, Family, School, Farm Animals, and Describing Animals. The students also learnt to sign Numbers in Auslan using their dominant (writing) hand. The topics taught are the core for future learning in Auslan.

### Term 2

Deaf Culture, Feelings, Greeting and Questions and Around the House. They learnt about Sea Animals, Days of the Week and Months of the Year, Numbers 1-20 (using their dominant/writing hand) and Weather. The final week focused on revision and celebrating our learning. The Auslan signs for these topics are core learning, which will be extended in future Auslan learning.

### Term 3

Fruit, Zoo Animals, Wh Questions, Handshapes, HOLM+ NMF (Handshapes, Orientation, Location, Movement and Non-Manual Features), Feelings#2 (extending on previous learning about feelings), About Me, Clothing, Medical/Health. The final week involved revision of previous learning and celebrating our successes.

### Term 4

People, Sports, Mealtimes, Time, Occupations, Seasons, Handshapes #2, Storytelling and Celebrations. In the final lesson we watch interviews with Deaf people discussing their deafness, family, early life (Deaf Culture) etc and we also revisit games and lessons that the students enjoyed through the term. Other core elements of Auslan, such as Constructed Action (mime) and Depicting Signs (representing people, animals and vehicles), Handshapes, Fingerspelling and Facial Expression, are taught and modelled, showing how they are essential parts of Auslan communication.

This final term for the year builds on previous skills and extends student communication in Auslan. Learning a language requires immersion, repetition, sequential learning where topics build on each other to expand the learner's knowledge, confidence, and comfort with the new language. With young Primary School students, fun activities practising new learning is a priority, as their interest in the Auslan language develops. Songs and poems support the activities and learning.

## Digital Technology and eSafety

Digital Technologies aims to give students a practical understanding of the process of analysing problems and opportunities, designing and evaluating solutions, and creating and sharing information that meets a range of current and future needs.

The Digital Technologies curriculum aims to achieve this by working within 3 domains - Digital Systems, Data and Information and Creating Digital Solutions.

The Patch students may continue to work within the Google Classroom and Education modules while at school, and once again be issued with a secure logon and password (via the Department of Education and Training, Victoria.) Teaching staff moderate all digital classroom sites, and interactive work will be undertaken by students. The DET secure logon process will also allow the students to have a Microsoft Account, to allow us to use Minecraft for Education and other Microsoft supported educational services.

This year we will be learning to log on to the school's system, using the Office suite and Google suite. We will be utilising a typing skills program, explore coding with Scratch, and augment our maths studies with Minecraft for Education.

The Patch Primary School became an eSmart school in 2017. This followed vigorous accreditation over several years in the following areas:

- effective school organisation

- school plans
- policies and procedures
- a respectful and caring school community
- effective teacher practices
- an eSmart curriculum
- partnerships with parents and local communities.

eSmart helps teachers to best manage bullying, cyber bullying and cyber risks so students feel safer and supported at school.

## 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.

## Inquiry

The Patch Primary School teaches the Humanities in a biennial cycle. Through Civics and Citizenship, History and Geography students learn about Australia and its democratic principles as well as the events, processes and environments which have shaped people in Australia and other countries. They develop a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world. Students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity, and the continuing contribution and value of their cultures.

## 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.

Grades 1 and 2 spend time in the Library each week, on a Monday or Friday, with their classroom teacher. Please make sure your child has their Library bag and books on this day. Grade 1 and 2 students may borrow two books for 2 weeks. We will also use these Library sessions to swap our readers for the week.

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 they need to be replaced with a book of similar quality, topic and value.***

## Literacy

*Reading*

Students are encouraged to choose 'just right books' which are books at their own level, not too easy and not too difficult. Developing competent readers in Grade 1 and 2 continues to involve a combination of strategies:

- Decoding of text- Using regular sound patterns and contextual understanding to read unfamiliar words.
- Comprehension- Finding meaning in what we read. The children will read independently and join in shared reading activities. They will make predictions, ask questions, and make connections to themselves, other texts and beyond.
- Vocabulary - Extending the range of words that students understand and use helps with comprehension and improves writing.

### *Writing*

Writing involves students in the planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on them. Writing in Grades in 1 & 2 will include journal writing, poetry, stories, arguments (persuasive) and procedures.

### *Speaking and Listening*

Speaking and Listening gives students the opportunity to take part in conversations using appropriate interaction skills. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. They are encouraged to extend their vocabulary and to support their thinking with reasons.

### *Spelling*

#### *Phonics and word knowledge*

Through THRASS (*Teaching Handwriting Reading and Spelling Skills*) and Synthetic Phonics, students develop knowledge about the 44 sounds of English (phonemes) and identify how these are represented (graphemes) in written words. They learn that the conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes. For more information please visit the THRASS website:

<https://www.thrass.com.au/>

Each week (beginning in Week 3 of Term 1) children will be given up to 5 words to learn. These are based on a list of words misspelt in our SWST testing.

In class students will participate in spelling and word study activities geared to teach regular sound patterns and to support their learning of sight words at home.

### *Reading Eggs*

Students will once again have access to Reading Eggs. The program supports individual learning by offering one-on-one lessons where children progress at their own rate. 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 Year 1 and 2 students attend music for one hour each week with our specialist music teacher Leanne Barton [leanne.neey@education.vic.gov.au](mailto:leanne.neey@education.vic.gov.au) 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 also have visiting Instrumental teachers who are available for private or small group lessons for a fee.

Hiro Mukai - Violin [hiro1656@hotmail.com](mailto:hiro1656@hotmail.com)

Jess Dunn - Ukulele and Singing [jessdunn.arts@gmail.com](mailto:jessdunn.arts@gmail.com)

Madeline Rowe - Piano [musicalmother@hotmail.com](mailto:musicalmother@hotmail.com)

Eddie Cole - Guitar [music@eddiecole.com](http://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.

## Numeracy

The Numeracy program at The Patch is delivered in a variety of ways. We use explicit teaching, whole group; small group and individualised learning activities to teach maths. We encourage our children to explore maths concepts via experimentation and problem solving in a safe environment where errors are seen as learning opportunities.

Our goal is to develop confident, creative thinkers who can apply their numeracy skills to solve real world problems. Numeracy includes number, space, measurement and statistics and probability.

Patch students have access to Mathletics, an online maths programme that supports our maths curriculum, with students working at their own level.

## 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 dependent. 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: Athletics and Fundamental Motor Skills
- Term 2: Fundamental Motor Skills and Dance
- Term 3: Skipping and Fundamental Motor Skills
- Term 4: Swimming and Fundamental Motor 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, understanding 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.

All students need to bring an art smock to wear to art classes. These will be stored in your child's classroom. The Visual arts will be taught by Sophia Walsh.

## Extra-Curricular Activities

### **Incursions/Excursions**

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

Incursions and excursions form an integral part of the learning experience of pupils at The Patch Primary School. It is expected that all children will participate in these activities. Costs of individual incursions/excursions and the number of these activities each year are kept to a minimum. Information will be provided for all activities.

Please ensure that all forms and payments required for any incursion/excursion are made prior to or on their due date, as payments and forms will not be accepted after the due date unless suitable arrangements have been made. The school's preferred method of payment is via Qkr.

- **Stomp the Beat** – this Dance Program runs in odd years and will be running this year from 26th of April through to the 24th of May. A disco will be held at the completion of the program. Times for this are still to be confirmed.
- **History Excursion - Term 2 - June (Date and cost to be confirmed)**  
We will be confirming this excursion after we have explored many different opportunities. We will communicate this information as soon as we have
- **Grade 1/2 Day Camp Experience – Term 4 - November (Date and cost to be confirmed)**  
The Patch School's camp program enables students to further their learning and social skills development in a non-school setting. This year Grade 1/2 students will have the opportunity to participate in a 'Camp Experience' at The Log Cabin Ranch in Monbulk. The children will spend a day participating in a range of outdoor/team building activities. This experience will prepare students for what to expect at future school camps. Details to be confirmed.



## **SECTION FIVE**

### **Assessment**

Students are assessed in a variety of ways. Formal testing tools include English Online Interview, Mathematics Online Interview, Essential Assessment and teacher and class designed assessments. Informal assessment includes teacher observations, student conferences, work samples and peer assessment

## **SECTION SIX**

### **How to Help Your Child**

### **Homework**

In Grades 1 & 2 children are expected to read for at least 15 minutes every school night. Their book should be recorded in their journal/diary and signed by a parent. From week 3 in term one children will also be given up to 5 words for the week. They are expected to practice these and will be tested weekly. For parents and students seeking further extension and variety, Mathletics and Reading Eggs are encouraged. Passwords will be provided in the cover of their journal/diary.

### **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:

Reading Support

Spelling

School Council Membership

Excursion Helpers

Working Bee Involvement

Garden Team Membership

Classroom assistance: If you are interested in helping out in the classroom, please email your classroom teacher with your availability.

### **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](#)

including

[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](#)