

# Prep Parent Information 2025



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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.

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. **Please encourage your child to enter the classroom quietly so they do not disturb the learning of others.** 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. **If picking up your child early please sign them out at the office and collect them from their classroom.**

### 2025 Term Dates

Term 1	29 January	4 April
Term 2	22 April	4 July
Term 3	21 July	19 September
Term 4	6 October	19 December

# Prep Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10	Phonics Reading	Phonics Reading	Phonics Reading	Phonics Reading	Kinaesthetic Learning Activities
10-11	Writing	Outdoor Literacy	Writing	Writing	PK-MUSIC PJ- ART PS- STEM
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	Outdoor Numeracy	Numeracy	Prep K PE /Prep J&SA Numeracy	PK- STEM PJ- MUSIC PS- ART
1-2	VIP- Very Important Play	VIP - Very Important Play	VIP - Very Important Play	Prep J PE /Prep K Numeracy	PK-ART PJ- STEM PS- MUSIC
2-2.30	RECESS	RECESS	RECESS	RECESS	RECESS
2.30-3/3.30	Yoga/Meditation	Respectful Relationships		Prep S PE	Assembly

\*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 woven into our literacy/inquiry learning..

## 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 on other days.

A School Newsletter that will now incorporate a Wellbeing and Curriculum section will be sent out monthly via email and can also be found on the school website: <http://www.thepatchps.vic.edu.au>

On Sunday evening you will receive a scheduled 'Weekly Reminders' email for the week ahead. This will include a recount of the week, what we will be learning in the week ahead and any reminders or special events that will be occurring.

### Email guidelines

Our email addresses are provided at the beginning of this booklet for your convenience. Staff receive many emails daily, before emailing please consider if your email is directed to the correct person and if what you are asking is the responsibility of that person. Eg teachers are happy to hand out birthday invitations but it is not a teacher's responsibility to chase RSVP's etc..

- Teachers will respond to emails between 8-5.30pm Mon- Fri

- Urgent emails to be responded to ASAP
- Other non-urgent emails to be responded to within 3 working days.
- Teachers often don't get time to check emails during the day. If you need to change an arrangement for your child, please call the office.
- Please keep all emails and conversations respectful.

### **Parent Meetings and reporting**

Parent meetings will go for 30 mins at a time suitable to parents and the teacher. This will usually be before or after school. Please understand teacher's cannot have discussions at the door or at the pickup areas about individual students.

### **Specialists, reports and reasonable adjustments**

At The Patch we have over 50% of students requiring additional adjustments to their learning. If you get reports from your child's OT, speech therapist, paediatrician, psychologist etc... **Please forward them to your teacher, Haley and Kim.**

Staff will then use recommendations from these reports, where possible, to assist student learning within a classroom setting. Staff will request a meeting if they need further clarification on any reports submitted.

If you require a teacher to fill in forms for therapists etc... Teachers will require 2 weeks' notice to complete these forms.

While weekly written reports or calls are not viable, please contact your teacher if you have any questions or concerns, alternatively your teacher will contact you if they have any concerns about your child's learning.

Please understand, teachers and ES are educators and do not have the training of therapists or specialists but will do their best to assist your child with their individual needs.

### **Staff Absences**

When teachers or ES have planned time off such as LSL, grades/parents will be notified. If an ES member or teacher calls in sick unexpectedly, we will obviously not expect staff to inform parents that morning as they may be busy with their own needs or that of their family. As with other professions teachers and ES are entitled to sick and LSL days.

## **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.

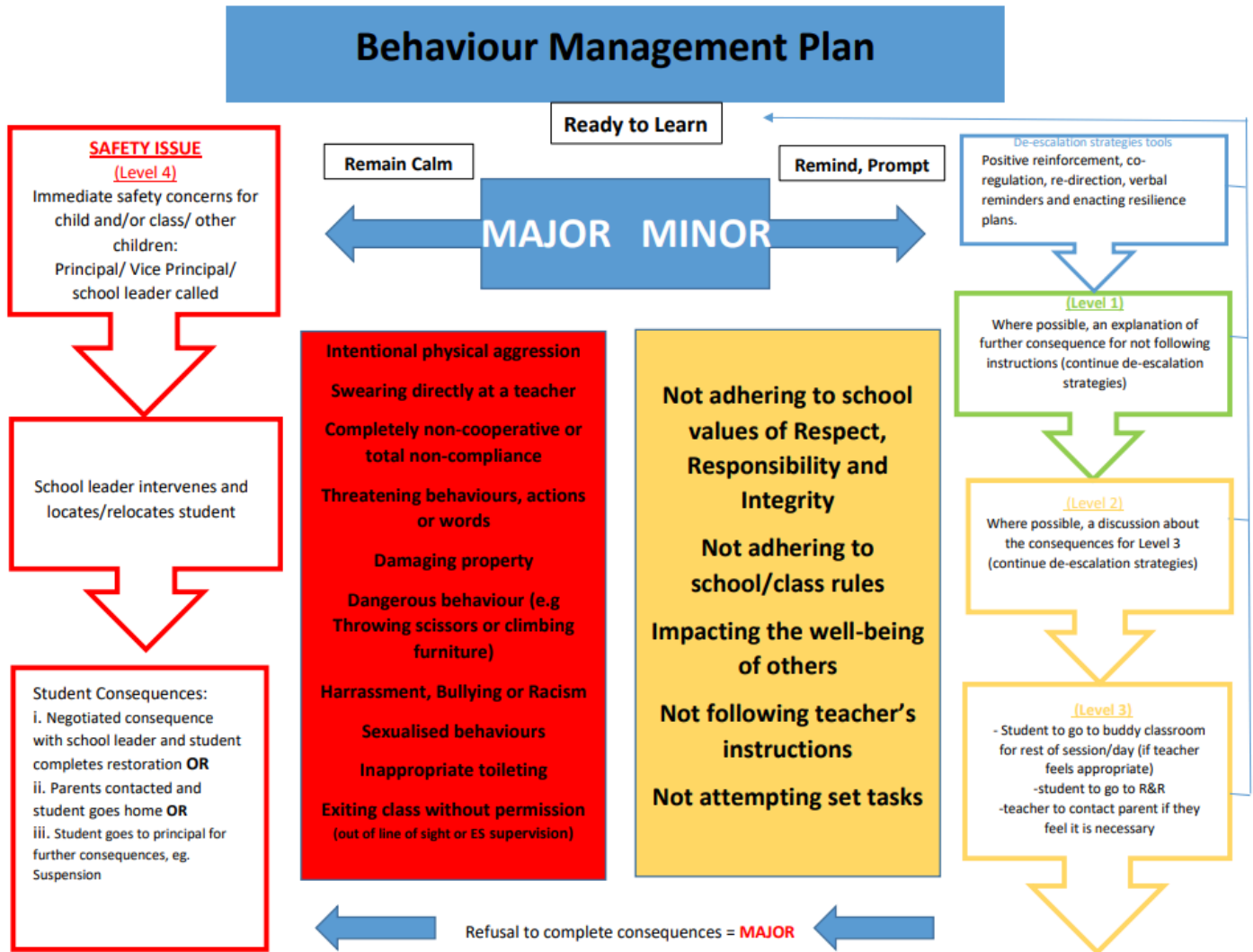
### **Engagement**

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 predetermined shared list.

Prep is a year where 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 choose 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 R&R (formally Marmook)?**

R&R 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. The R's in R&R can stand for many things such as respect, responsibility, restorative, rejuvenate, resilience, relationship, recount, repair, remind, reflection, routine, reframe, respite and reset.

### **How is R&R used?**

R&R is used in a multitude of ways:

- Students can choose to come into R&R 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 R&R 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 R&R for half of second break (15 mins) to complete the assigned homework. If students are not prepared for book circle they will need to catch up on their preparation in R&R 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 R&R 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 R&R 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 R&R 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 Jim and Alesha 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 is our school's designated second language. Auslan (Australian Sign Language) is the most commonly used sign language of the Australian deaf community.

Our Auslan program is delivered within the classroom on a weekly basis. In 2025 Auslan specific activity books will be provided for each student to support building their knowledge and interpretation of common signs.

## **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 (although due to building works this will begin in Term 3). 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

We provide a comprehensive literacy program that incorporates reading, writing, speaking and listening.

At The Patch, students from Prep to Grade 2 will learn to read using a systematic synthetic phonics approach. This evidence-based method focuses on the relationship between sounds and letters, helping children decode and spell words. In this approach, students first learn the sounds that letters and letter combinations make. They then practice blending these sounds to read and spell words. The program is systematic, following a structured sequence, and synthetic, encouraging children to "sound out" and blend sounds. Along with learning letter sounds, students will also practice recognising, blending, segmenting, and manipulating sounds in spoken words, strengthening their reading and spelling skills. This approach helps build confidence, allowing children to feel more capable and independent in their reading and spelling abilities.

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*

The ability to decode texts, read for meaning and pleasure is at the heart of our literacy program. In Prep our focus is on the children developing their phonemic awareness, supporting them to decode simple texts independently. Together we share stories and books, learn to follow narratives, make connections and predictions. Student begin to understand cause and effect relationships which enhances their critical thinking, problem-solving, and comprehension skills.

Children are provided with 'decodable' readers in the beginning of Prep to take home. These support our learning at school. Decodable readers are specially constructed to allow students to practise their decoding skills. They are made up of words that students can decode and a small number of high frequency, irregular words that students have been taught. Regular practice reading decodable books, with words that students can successfully decode, can boost confidence, encourage mastery of letter-sounds relationships and allow students to improve their reading accuracy and fluency.

### *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.

### *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 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 our Music Teacher Leanne - [leanne.neely@education.vic.gov.au](mailto:leanne.neely@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 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)

Mieke Florisson - Piano [miekeflorisson@bigpond.com](mailto:miekeflorisson@bigpond.com)

Eddie Cole - Guitar [music@eddiecole.com](mailto: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 Circle time provides 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: Fundamental Motor Skills/Athletics

Term 2: Dance

Term 3: Skipping

Term 4: Swimming/balls 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 is Kim Coveney: [kim.coveney@education.vic.gov.au](mailto:kim.coveney@education.vic.gov.au)

## 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.

Our Visual Arts Teacher for Prep is Lesley Toone: [lesley.toone@education.vic.gov.au](mailto:lesley.toone@education.vic.gov.au)

## 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 7th 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 Wednesday 30th July 9-11am (parents or special person invited).

Preps will also have a special 'camp' afternoon in Term 4 where we extend their school day. We keep the children at school and have afternoon teas and play games. This date is yet to be confirmed. Our camp afternoon runs until 5.30pm. Parents are required to be ready to collect their children at 5.30pm.

Our end of year Prep celebration morning will be at school on Tuesday December 17th 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 practice sheet' which will help your children revise 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 a 'Sounds Practice Sheet' which will contain the letter/sound introduced/taught that week as well as some high frequency words. The first 100 High Frequency Words make up half of all the words in reading and writing. 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. These will be introduced gradually for your child to learn to read and eventually spell.

\*Mathletics and Reading Eggs are encouraged but not an expectation. Both are fabulous resources for your child to practise maths concepts and reading. 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

[Education – information for parents | vic.gov.au](#)

[Helping your child with literacy and numeracy at home | NSW Department of Education](#)

### Numeracy

[Mathematics and numeracy at home](#)

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

### Reading, Writing, Speaking and Listening

[Why we should all be reading aloud to children | Rebecca Bellingham | TEDxYouth@BeaconStreet](#)

**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 | Education](#)