

Grade 1 & 2

Parent Information

2019



The Patch School
Kallista-Emerald Road, The Patch 3792
Telephone 9756 7463 Fax 9752 0211
Email: the.patch.ps@edumail.vic.gov.au
Website: www.thepatchps.vic.edu.au

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.

Thanking you for your support.

We look forward to working in partnership with you.

Karen Robinson robinson.karen.e@edumail.vic.gov.au

Jessica Holden holden.jessica.c@edumail.vic.gov.au

Kent Agis agis.kent.k@edumail.vic.gov.au

Emily Scarbro Scarbro.Emily.L@edumail.vic.gov.au

Table of Contents

Section One: Routines and Administration_____pg. 4-5

- Bell Times
- 2019 Term Dates
- Class
- Timetables
- Class Communication

Section Two: Behaviour Management_____pg. 6-7

Section Three: Curriculum_____pg.9-13

- STEM (Science, Technology, Engineering, Mathematics)
- Digital Technologies
- Indigenous Education
- Japanese
- Library
- Literacy
- Music
- Numeracy
- Philosophy
- Physical Education
- Science
- Sustainability
- Visual Arts

Section Four: Extra-Curricular Activities_____pg. 13

- Excursions
- School Camp Program

Section Five: Assessment and Data_____pg. 14

- Assessment at Your Child's Level

Section Six: How to Help Your Child_____pg. 14

- Homework
- Parent Assistance
- Tips on Helping Your Child at Home

SECTION ONE

Routines and Administration

Bell Times

9.00am	Start of learning time.
11.00am	Big play
11.45	Lunch eating time
2.00	Little play
3.30	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 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.

Term Dates

Term 1: Wednesday, 30th January to Friday, 5th April

Term 2: Tuesday 23rd April to Friday, 28th June

Term 3: Monday, 15th July to Friday, 20th September

Term 4: Monday, 7th October to Friday 20th December

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 and take a late arrival pass to the child's teacher. Punctuality is of the utmost importance as teaching sessions will begin at this time and students who are late arriving not only miss out on critical teaching and learning, but also interrupt the learning of others.

Learning Timetables

Time	1/2 A	1/2B	½ C
Monday 2.30pm			Library
Tuesday 2.30pm		Library	
Wednesday 2.30pm	Library		
Thursday 10.00am	Japanese	Art	Music
Thursday 12.00pm	Art	Music	Japanese
Thursday 1.00pm	Music	Japanese	Art
Friday 12.00pm	PE	Philosophy	Science
Friday 1.00pm	Science	PE	Philosophy
Friday 2.30pm	Philosophy	Science	PE

Class Communication

A class newsletter will be sent home during Week 3 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 foci and 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

Behaviour Management

The Patch Primary School – Behaviour Management Plan

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

Each student at The Patch Primary School will create a 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.

Teachers at The Patch will always use positive reinforcement and encouragement to redirect behaviour as a first approach. Please refer to our behaviour management flow chart to understand the progression of levels if disruptive or inappropriate behaviour continues.

If a student reaches Level 3 they will be sent to a 'buddy classroom' for the remainder of the session or day and will also be required to spend some of their lunchtime in Marmook.

What is Marmook?

For our new parents and to clarify for existing parents, Marmook is run at lunch times in the library. Staff give up their time to supervise this space and be 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.

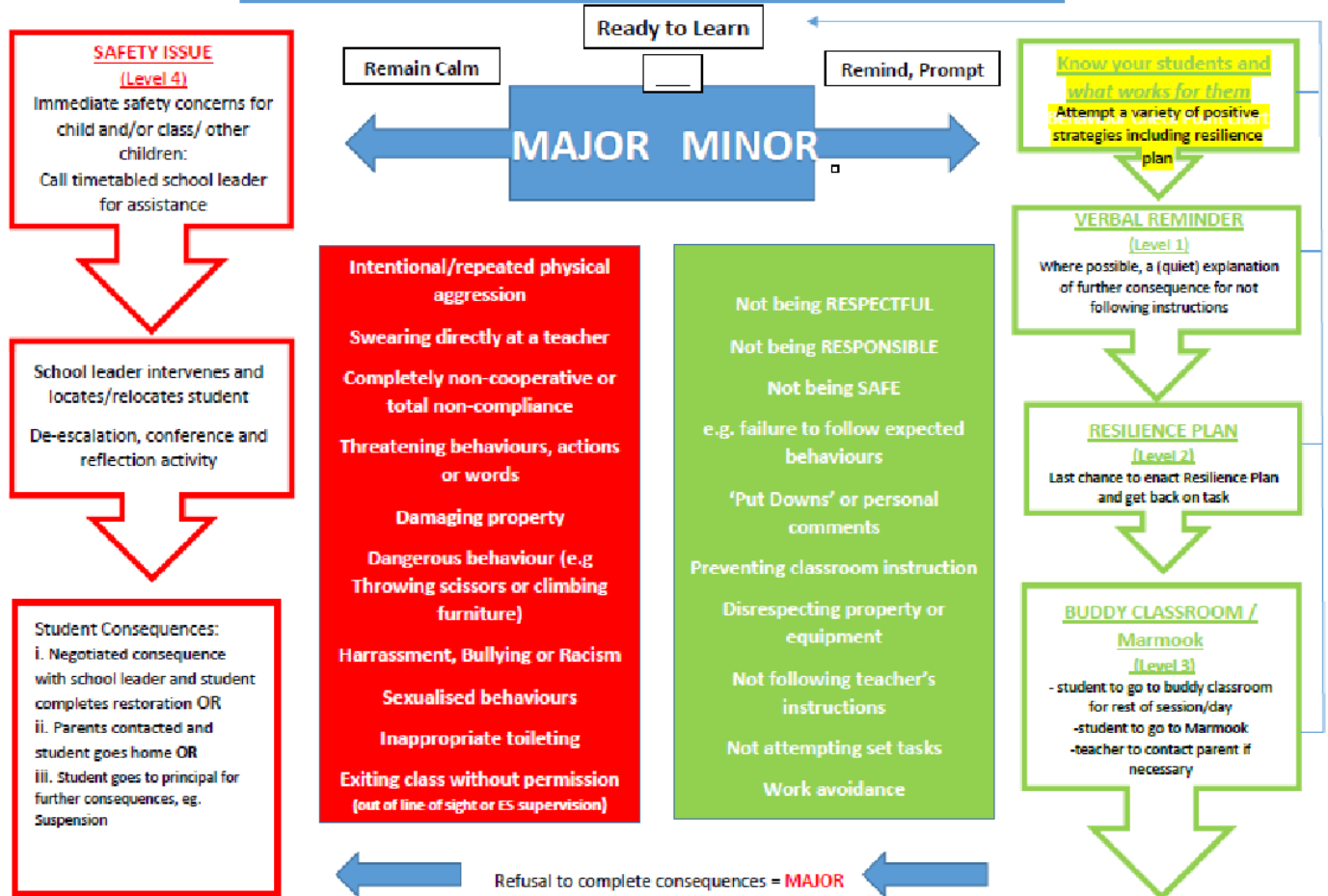
Marmook is used in a multitude of ways. Students can choose to come into Marmook at lunchtime if they need some quiet time away from the playground. Here they can play a board game, read, draw or chat to the teacher if they have a problem they need help with. It is a lovely safe space for children who may be having friendship issues or are just needing some down time away from the business of the playground. 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; this is something we love to see! 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.

We also use Marmook as a consequence for continued disruptive or unsafe behaviours that interrupt the learning of others in the classroom, or misbehavior in the school ground. Once a child has reached Level 3 (see behaviour management flow chart) they will spend time at Marmook either on the same day or the following day. Here, they **will not** be met by 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. In most situations, students are let out at the half time bell so they still have plenty of time to run around and get a drink before going back to class. We know that this is also essential to help students get back on track before entering class again.

Teachers will email/call/chat to parents 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.

Responding to Behavioural Incidents



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>).

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.

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.

This year, The Patch students will be working within the Google Classroom and Education modules, and will 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. This is an initiative of the DET Victoria. 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.

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 "Welcome to Country" and raising the three flags at assembly – the Australian flag, the Torres Strait Islander flag and the Aboriginal flag.

We celebrate focus days of importance for Aboriginal communities such as Close the Gap and incorporate Wurundjeri Studies in the curriculum. Our outdoor environmental program, 'Learning Landscapes', fosters a multidisciplinary approach to Indigenous studies by providing a Bunjil Tree Trail and Bush Tucker trail.

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

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.

Japanese

みなさん、こんにちは！

Japanese at The Patch Primary School is an exciting undertaking, with students learning curiosity, inquisitiveness, empathy and understanding along with Japanese language and culture.

The Japanese program in 2019 is immersive, and will be taught primarily in Japanese.

Immersion is one of the top language methodologies around the world, with studies showing students are more stimulated and motivated, improve their literacy skills and develop a range of learning and critical thinking skills, and develop deeper intercultural understanding that allows them to become better global citizens.

Subjects covered in Grade 1/2 this year will include expressing opinions, transport, science - the five senses, and animals.

Language learning is a fascinating journey, one that students should be excited about. Our Japanese teacher, Jessica Sensei is always up for a friendly chat, and is available at The Patch Wednesday to Friday.

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 with their classroom teacher. Please make sure your child has their Library bag and books on their timetabled library day (see timetable above). Grade 1 and 2 students may borrow one book for 2 weeks.

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.

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 and procedures.

Spelling

Phonics and word knowledge

Through THRASS (*Teaching Handwriting Reading and Spelling Skills*) 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 5 in term 1) children will be given some levelled sentences to practice for dictation. These will be based on the M100W first 200 words (with extension as necessary).

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

Grade 1 and 2 students will attend specialist music classes every Thursday.

Music is an important part of school life at The Patch. All students attend music one session per week with our specialist teacher Leanne Barton. 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. In 2019 we have Hiro teaching Violin, Jess Dunn – Ukulele and Singing and Chris Walker teaching Piano and Guitar. Details for contacting these teachers are to be found at the end of our whole school newsletter. Students come out of class for 20 - 30mins per week for 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.

Ways to assist your child at home:

- Play simple counting games in the car
- Talk about numbers at each opportunity presented
- Talk about money with children when buying things at the supermarket
- Discuss daily events such as what time do we go to bed and wake up in the morning?
- Utilise children's diaries at home – what is the date today? Can you find it? What month are we in etc
- Mathletics- passwords will be sent home.

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.

Philosophy will be facilitated by Karen in Grade 1 & 2.

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: Fitness and Athletics
- Term 2: Dance
- Term 3: Ball skills
- Term 4: Swimming
- Minor Games

P.E. will be taught by Kent.

Science & STEM

Teaching Science at The Patch PS occurs during STEM lessons and explicit Science classes. STEM stands for Science, Technology, Engineering and Mathematics, and covers the interrelationship between these areas, allowing learning to be delivered in an integrated way, helping a deeper engagement in the four disciplines. (The engineering component is found in our design and technologies curriculum which also includes the digital technologies). STEM covers a wide range of disciplines and skills which are increasingly in demand in our rapidly changing world.

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

In addition to STEM education, students may also participate in explicit science lessons to ensure the Victorian Science Curriculum is delivered every year. These lessons may be conducted weekly or during a designated term and focus on two areas:

- Science inquiry skills.
- Scientific knowledge and understanding.

Four areas of science are covered each year from P-6 (chemical, physical, biological and earth and space) and each has an explicit focus on developing students' knowledge, skills, understanding and capacities in science and literacy and employ a range of strategies to encourage students to think about and to represent science.

STEM will be taught by Emily Scarbro.

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.

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

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.

- **Museum and Imax Excursion Wednesday May 15th (Approximate cost: \$25.00 per child)**
The children will travel by bus into the city and visit the Melbourne Museum where they will enjoy a full day of activities including the workshop 'Daily Life' where they will learn how daily life has changed for Aboriginal children and their families, view the documentary PANDAS at IMAX and explore some of the Museum's most popular exhibits, WILD & 'Melbourne, Then and Now.'
- **Incursion- STEM (yet to be confirmed). Approximate cost: \$12.00 per child.**
- **Grade 2 Day Camp Experience – YMCA Recreation Camp, Mt Evelyn**
Term 3: Tuesday 6th August. Approx. cost: \$55.00 per student.

The Patch School's camp program enables students to further their learning and social skills development in a non-school setting. This year Grade 2 students will have the opportunity to participate in a 'Day Camp'. The children will spend a day at camp and participate in a range of outdoor activities. This experience will prepare students for what to expect at future school camps.

SECTION FIVE

Assessment

Students are assessed in a variety of ways. Formal testing tools include Pat Maths, English and Science, 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 10-15 minutes every school night. Their book should be recorded in their journal and signed by a parent. From week 5 in term one children will also be given dictation sentences for the week. They are expected to practice these daily and will be tested weekly. For parents and students seeking further extension and variety, Mathletics and Reading Eggs are encouraged. Passwords will be provided.

Parent Assistance

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

Reading Support

Spelling

School Council Membership

Excursion Helpers

Working Bee Involvement

Garden Team Membership

Classroom assistance: A timetable will be posted with the times when your help would be appreciated. The timetable will be posted either on the classroom door/noticeboard. Please fill in a time when you are free and willing to help out.

Tips on Helping Your Child at Home.

Some Tips on helping your child at home

- Give your child roles and responsibilities as it makes them feel valued and worthwhile and helps to make them independent.
- Give your children clear boundaries and realistic expectations for behaviour.
- Develop resilience. (see attached pages from our resilience and wellbeing programme).
- Never underestimate the importance of speaking and listening to your child as it underpins all their learning.
- Talk to them about their learning, what they find difficult, easy, puzzling etc.
- When learning spelling encourage looking at word patterns, word building, usage and the origin of words.
- Display, in prominent places, things that need to be learnt, like times tables, spelling words etc.
- Use real life, everyday situations, like cooking and shopping to help them develop their mathematical skills and thinking.
- Play counting games.
- Play spelling games such as "I spy"
- Read to and with them. Talk to them about what they are reading. Share their music with them and discuss the lyrics.
- Encourage your child to make connections to their learning and with the world around them.