

# Level Two Information Booklet 2013



Grade 1 – Pauleen and Kylie  
Grade 2 – Kellie, Alesha, Haley and Megan

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## **SECTION ONE**

### **Routines and Administration**

#### **Bell Times**

8:50 am - start

11.00am - recess

11.30am

1.45pm - lunch break (includes eating lunch between 1.30pm & 1.45pm)

2.30pm

3.20pm - dismissal of Level 2 students

All Prep students are dismissed at 3.15pm. This will assist in easing traffic congestion at the end of the school day. If your Level 2 student has a prep sibling please put a note in your diary and we can send them to walk with their sibling to the pick-up zone together if you wish.

#### **2013 Term Dates**

Term 1: Thursday 31<sup>st</sup> January to Thursday 28<sup>th</sup> March (Good Friday 29<sup>th</sup> March)

Term 2: Monday, 15<sup>th</sup> April to Friday, 28<sup>th</sup> June

Term 3: Monday, 15<sup>th</sup> July to Friday, 20<sup>th</sup> September

Term 4: Monday, 7<sup>th</sup> October to Friday, 20<sup>th</sup> December

#### **Class Timetables**

A copy of our timetable will be pasted into your child's diary. This is subject to change throughout the year. We will let you know via our class newsletter and your child's diary.

#### **Class Communication**

Within our Level 2 unit we will use our communication diary for most things. Day-to-day information between teachers and parents can be jotted in here. Please record your child's nightly reading in the diary. Sign and jot down a note so that we know you have finished with the book. Spelling words will also be recorded in this diary along with a suggested activity to do at home to practise these words. This diary will be kept in the blue-bag along with a plastic folder to keep notes and work clean and tidy. Please return the blue bag, diary and clear folder every day. We will supply our email addresses to you for your convenience, but please remember that we don't always get to our check and access our email, so if there is anything urgent please call school.

## **SECTION TWO**

### **Behaviour Management**

**A culture of positive reinforcement and encouragement permeates all facets of our school and underpins all our interactions with children wherever possible.**

Despite there being few issues with behaviour at The Patch, staff have decided that a whole school approach to behaviour management is needed – one that is consistent in all grades across the school. As a result, we are currently trialling a whole school approach to Behaviour Management called ‘Step Up For Success’.

STEP UP FOR SUCCESS is a 3 step approach that can be easily implemented at any level in the school. It is simple for students to understand and for teachers to implement.

STEP UP FOR SUCCESS is an approach that focuses on positive outcomes, is clear visually for students and teachers to track and allows individual teachers ownership in terms of using their own preferred reward system.

STEP UP FOR SUCCESS has another very important dimension in its application that many other approaches to behaviour management overlook. It can act as a catalyst for teachers to focus on those children who often just ‘fit in’ – but who can easily be overlooked due to others demanding or needing more attention. Because of the clear visual aspect of where children are placed on the Step Up For Success chart, teachers can be more pro-active with those who always do the right thing but sometimes go unnoticed.

#### **HOW IT WORKS:**

- Each classroom will use a chart divided into 7 sections titled ‘Step Up For Success’.
- Each student will begin the day with their name in the middle section of the chart, the aim being to move up 3 steps to the top of the chart by the end of the school day.
- Once a student reaches the top of the chart there will be a reward according to the system in place in each particular grade.
- If a student does something positive (eg working well, giving a good answer, listening well, helping someone etc) the teacher can tell them that they can ‘step up’ and their name is then moved up to the next step on the chart. Children can move their own names up or the teacher can do it for them.
- If a student does something inappropriate (eg arriving late for class, disrupting the class, being rude etc) the teacher can tell them that they have to ‘step down’ and their name is then moved down a step.
- The first step down is a warning to the child.
- At the second step down into the second last section of the chart, the child needs to be removed from his/her peers for 15 minutes as a more serious warning. This could be in the middle room, at the side of the classroom on a chair, in a corner of the room etc.
- If a student has ‘stepped down’ into the second last section after a second warning and is obviously nearing the bottom of the chart, the teacher can unobtrusively focus on helping this child move up again by ‘catching them doing something positive’ or speaking to them in such a way as to avoid any further incidences of inappropriateness hopefully.

- Clear guidelines and consequences need to be in place and communicated clearly at the very start of introducing this 3 step approach because everyone needs to be clear about what the final consequence is if a student reaches the bottom of the chart – as well as the reward available to them if they ‘step up’ 3 steps to the top of the chart.
- The consequences of reaching the bottom of the chart after 3 steps down are to take work and go to a designated teacher for the rest of the day. Parents will be informed via a note home or a phone call if their child has had to be sent to another grade due to inappropriate behaviour causing them to be ‘step down’ 3 steps and off the chart.
- If a child has ‘stepped down’, been sent to a designated teacher for the rest of the day and then still misbehaves, he/she will be sent to the Assistant Principal or Principal for further action.
- If it is found that a child is being removed from his/her class too often, the teacher and Principal or Assistant Principal will meet to discuss what further intervention is needed to break this pattern and move forward more positively again. This would involve parents being informed and involved in the process.
- Specialist teachers will support the Step Up For Success approach by referring to it in their classes and verbalizing it with the children when they are working well - or not. Specialist teachers will not have the classroom chart brought to them but will, if appropriate, send a note back to class listing the names of any students who have shown positive behaviour/responses or otherwise.
- The rewards that children receive when moving off the top of the chart after the 3<sup>rd</sup> and final step are at the discretion of each classroom teacher.
- This approach focuses on positive outcomes, is easy for replacement teachers to follow and contains a visual representation of where each child is at throughout the day.
- **Each day is a new day** as children all begin again in the middle section of the chart.

## **SECTION THREE**

### **Curriculum**

#### **Environmental Education**

Environmental Education is given a strong focus at The Patch School. The school has two large “outdoor classrooms” (our beautiful wetlands and our sustainable living gardens) and an Eco-Centre where formal and informal experiential learning takes place.

The environmental program aims to provide students with an understanding of issues including environmental education, ecological education and education for sustainable development.

All areas integrate concepts and principles of the sciences (biological, physical, chemical and social) within an interdisciplinary framework. Activities such as preparing and planting a food garden, collecting seed from indigenous plants, building a worm farm or compost bin, constructing a trellis for climbing plants, revegetating the natural bush corridor, incubating eggs and raising chickens, identifying and harvesting bush foods from the Koori garden and creating an interpretive tree trail around the school provide processes and skills that involve observation, communication, classification, interpretation, questioning, measuring, reporting, predicting, designing, experimenting, testing, problem solving and hypothesizing.

Throughout the program it is hoped that the students acquire a knowledge and understanding of the living world and their place in it that enables them to live sustainably and responsibly. Environmental classes are taken by Michelle each week for one hour on Wednesdays.

#### **ICT**

At The Patch Primary School we make extensive use of current computer technology. All pupils have regular access to the latest in multi-media computers and software as well as the Internet. Computer literacy is seen as an important part of our curriculum. Our new building is equipped with a class set of 24 notebook laptop computers which all students will have ongoing access to, as well as an interactive whiteboard in each room (due to be installed this year).

#### **Indigenous Curriculum**

Within the indigenous history curriculum students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

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. Through experimentation, practice and play, children in these years use their interest in people and how things work to make sense of their world.

## 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. Grade 1 and 2 spend time in the Library each week on a Thursday. Grade 1 spends the last session in the Library and Grade 2 goes the hour before lunch. Please make sure your child has their Library bag and books on this day.

## Literacy Program

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

### *Assessment*

Teachers are always assessing students both formally and informally. During Term 1 Grade 1 & 2 will be involved in completing the Online English Interview. This will enable us to get a snapshot of where your children are in terms of Reading, writing, oral language, spelling, and phonemic awareness. Based on this information, we are able to identify individual needs and tailor learning to support them in progressing to the next level.

### *Reading and Writing*

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

As a level, we have adopted the “daily 5” approach in teaching Literacy because of the engaging and meaningful opportunities it provides for students to achieve success. A love for learning is available through a supportive classroom community that fosters collaboration, accountability, and independence.

### *Independent reading and reading conferences*

Each day for 30 minutes, the Grade 1 & 2's participate in 'Independent reading'. This involves choosing a 'just right book' and looking for meaning in what they read. 'Independent reading time' is not just silent reading. Students are thinking while they read; this may involve asking questions, making predictions or making connections to themselves, other texts or to the world. Students use their 'reader's notebooks' to write the date, title and 'track their thinking' using sticky notes. During this time, teachers conduct individual reading conferences or work with small focus groups. This is the time where we talk to your child about their reading, listen to them read a 'just right book' to determine what their needs are, and establish a goal to work towards. We look at all facets of reading – not just decoding. These include: comprehension, fluency, speed, punctuation, expression, ability to self-correct among others. We record this information and keep track of their progress by conducting conferences daily (**however, as are only able to get through at least two children per morning, this results in 10 – 15 students having a conference in a week. This means we only conduct a conference with your child approximately once a month unless there is specific need otherwise**).

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

### *Daily 5*

Daily 5 is an opportunity for differentiated learning. The areas of learning are as follows:

- Read to self
- Read to someone
- Word work
- Work on writing
- Listen to reading
- Work with Teacher

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.

### *Spelling*

Term 1 is primarily testing to determine where the children are at and what they need.

There are various components to our spelling program. Successful spelling is not only about recall, but the ability to transfer this knowledge to their writing. It needs to be meaningful and relevant.

At Grade 1 our minimal aim is for students, to know how to spell as well as read, by the end of the year the first 50 words (these come from the coloured MIOOW lists). For Grade 2, it is the first 100.

Children will have a 6 word list each week (beginning in Term Two for Grade 2's). Their list is individual and drawn from these MIOOW lists, the child's writing and later on, the SWST word list which puts words into common groups eg: tion or ed words. Children will do "word work" at school and they can do some work at home on these words. They will be tested each week and a new list will be built. Any words which they did not know will go onto the next week's list.

### *Spellodrome*

Spellodrome is a fun online spelling program which encourages independent learning and the development of critical spelling awareness. Children will be given opportunities to use programs such as 'Spellodrome' on our notebook computers during class time. We are able to tailor Spellodrome to suit the individual child's level. If children wish to use Spellodrome at home, their username and password will be sent home in the diary (this is the same password for both Spellodrome and Mathletics). The aim is to produce independent readers who look for meaning in what they read. Our reading program asks students to make connections to themselves, to other texts and to the world.

### *Reading Eggs*

ABC Reading Eggs 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.

\*Due to a limited number of subscriptions, we are only able to register grade 1 students. We will be signing up the Grade 1's for 'Reading Eggs' and distributing passwords short



## **LOTE Japanese** - Grade 1B – Monday, Grade 1A, 2A and 2B – Tuesday

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

All students from Prep to Grade 2 have 30 minutes of Japanese per week, and Grades 3-6 learn the Japanese language and culture for one hour per week.

While it can take up to 2000 hours of language study to become fluent in the Japanese language, primary school students have the ability to learn and retain new language readily, particularly in regard to written Japanese characters. Recognition of hiragana characters, and the way they form words and sentences, will be introduced and reinforced through a variety of learning activities and games. Japanese vocabulary and grammar will be emphasized, as well as learning about Japanese culture and etiquette associated with speaking in Japanese. Students will also have the opportunity to get involved in activities related to Japanese festivals, as well as some historical aspects of Japan.

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

The Japanese program at The Patch supports the school's English literacy and numeracy programs. It is difficult to teach another language without re-enforcing English structures. Numeracy is also supported, for example, numeracy activities such as telling the time, counting money and calculating change, etc., must be understood in English before being able to do in Japanese.

Each year, the school holds a cultural day, where students spend time participating in Japanese activities including sport, famous Japanese folktales, craft, music, etc. We are also applying for a Japanese sister school, so that students will be able to engage in meaningful language learning with students in Japan. Sometimes this is a lengthy process, but we will let you know as soon as we know!

We hope that students at The Patch will find learning Japanese a fun and rewarding experience, and that students will choose to continue Japanese at high school, where available. If you have any queries, concerns or suggestions, please do not hesitate to contact our Japanese teacher, Jane Capon, who is here on Mondays and Tuesdays.

## **Music**

Students at The Patch Primary School participate in a very extensive music program. The school is fortunate to have a large well equipped music room. All classes have music lessons based on the Orff approach. This integrates singing, movement/dance, speech and playing a variety of tuned and untuned percussion instruments. Extension activities including choirs, percussion ensembles, recorder club and rock band are offered throughout the year.

Children have the opportunity to perform at our end of term concerts, at school assemblies and at many community events during the year. Tuition is provided on an elective fee for service basis for violin, voice, guitar, piano, keyboard, brass and woodwind instruments. Information on these is available from the school.

Each class spends an hour with Nicole on a Tuesday.

### **Numeracy Program**

Our study of numeracy includes exploration and explicit teaching of number, space measurement chance and data and working mathematically.

During this year your child will be presented with the opportunity to:

- Learn to count in sequence (both forwards and backwards) and develop an understanding of pattern and order in number (emphasis will be on the numbers to 1000).
- Learn to skip count by 2's, 4's and 5's to 100.
- Learn to describe simple fractions such as one half, one third and one quarter in terms of equal sized parts of a whole object.
- Learn to mentally compute simple addition and subtraction.
- Learn recognise lines, surfaces and planes, corners and boundaries; familiar two-dimensional shapes and three-dimensional shapes
- Children will make, describe and compare measurements of length, area, volume, mass and time using informal units.
- Predict the outcome of chance events using terms such as certain, likely, unlikely and impossible. They collect simple data and present this data using pictographs and simple bar graphs.

After we have done some testing throughout term 1, we will group children into different groups to suit their level for some Maths lessons during the week. This will benefit children across Grade 1 and 2 as they will be working with others at their own pace. This allows us to meet individual needs of children by recapping missed parts for some and extending others. Groups may or may not stay the same for the entire year as children may change groups according to topics, understanding and ability.

Children will be given opportunities to use programs such as Mathletics in class on our notebooks. We are able to tailor Mathletics to suit the individual child's level. If children wish to use Mathletics at home, their passwords will be sent home in their diary (same password for Mathletics and Spellodrome).

Other 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

## **Philosophy**

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

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

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

Although it is ideal to form communities of inquiry across all disciplines and subject areas when it comes to teaching children to be inquirers the discipline of philosophy has a special role to play.

Philosophy commits us to persistent and disciplined thinking with social, ethical, aesthetic, affective and political components.

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

Our Philosophy program will commence in Term Two.

## **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

Ball handling

Term 2: Gymnastics

Term 3: Skipping

Dancing - Stomp the Beat and Bush-dancing

Term 4: Fitness and swimming

Sport skills and minor games

## **Sustainability**

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

At The Patch Primary School sustainability is a major focus. It underpins our school values, vision and practices and provides opportunities for students to take action in ways that benefit the world we live in. The Environmental Education program, environmental groups such as Gang Green (for students in years 3/4), EarthKeepers (for students in years 5/6), Garden Club (open to all students during lunch once a week), Garden Team (parents and staff) and a staff Sustainability Team provide a range of activities that raise awareness, responsibility and respect for the environment and embed practices in the school that aim to improve biodiversity, reduce energy use, better manage waste and conserve water. We are registered as a ResourceSmart School with Sustainability Victoria, are actively involved in the Learning for Sustainability Program with the Yarra Ranges Council, have received numerous awards with the Victorian School Garden Program and are a member of the “Water, Live It, Learn It” initiative. Our school resource use is regularly uploaded to the SETS (School Energy Tracking System) data base and used to monitor and influence our use of these valuable resources (energy, water, waste).

## **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.

Art is held with Karen on Wednesdays for both Grade 1 and 2.

## **SECTION FOUR**

### **Extra-curricular**

#### **Excursions**

Excursions form an integral part of the learning experience of pupils at The Patch Primary School. It is expected that all children will attend excursions. Costs are kept to a minimum both in regard to each individual excursion and the number of excursions held each year. Information will be provided for all excursions. Please ensure that all details are completed before returning to the school with payment by the due date.

We try to utilise incursions to provide wonderful experiences at minimal cost to parents. This year we have already booked 'Stomp the Beat', Swimming Program (Term Four) and Murrindindi will be visiting throughout the year.

We hope to go to the theatre sometime during the year.

## **SECTION FIVE**

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

#### **Parent Assistance**

Parents are encouraged to assist the school in many ways. The following are just some of the ways you may assist your child and their school:

Excursion helpers

Reading/spelling

School Council Membership

Involvement in Wetlands Activities

Working Bee Involvement

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.

#### **Homework**

In the Level Two area children are expected to read for 10-15 minutes every school night. This book should be recorded in their diary and signed by a parent. Children will also be given 6 spelling words for the week with suggested spelling activities to do at home. They are expected to practice these daily and will be tested weekly.

\*Mathletics, Spellodrome and Reading Eggs are encouraged but not an expectation. Passwords for these programs are located in their diaries.