

Prep Parent Information 2020



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Welcome to Prep 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. We can also arrange a suitable time to meet to discuss any issues with you.

Thanking you for your support.

We look forward to working in partnership with you.

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SECTION ONE

Routines and Administration

Bell Times

8.55am	Long Bell - start heading to classrooms
9.00am	Short bell - classroom doors open and start of learning time.
11.00am	Long recess play
11.43am	Long bell – start heading to classrooms
11.45am	Short bell - line up outside classroom
11.45 - 12pm	Lunch eating time in classrooms
2.00 pm	Short recess play
2.25pm	Long bell – start heading to classrooms
2.30pm	Short bell - line up outside classroom
3.30pm	School day ends

Punctuality

All students are expected to be in the classroom ready to start the day at 9.00 am. If for some reason they are late arriving at school, parents will need to sign in electronically outside the general office area and take a late arrival pass to the child's teacher. Punctuality is of the utmost importance as teaching sessions will begin at this time and students who are late arriving not only miss critical teaching and learning, but also interrupt the learning of others. If your child is late then a parent or guardian will need to sign them in via the computer at the front office. We ask that you farewell your child on the deck and let them enter the room independently. It helps the children to organise their own belongings and helps keep our room settled to begin the day.

Term Dates

Term 1	28 January 2020	27 March 2020
Term 2	14 April 2020	26 June 2020
Term 3	13 July 2020	18 September 2020
Term 4	5 October 2020	18 December 2020

Prep Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
		Prep PE/ Peer Reading	Prep B Music Prep/1- Art	Assembly
		Prep PE/Peer Reading	Prep B Art Prep/1 Music	Prep/1 Japanese
RECESS	RECESS	RECESS	RECESS	RECESS
				Prep A & B Library
		Prep B Japanese		VIP
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
STEM	Respectful Relationship			Friday Pack Up/ Gratitude Circle (Prep B Japanese Term One)

All other sessions are Literacy (Reading, writing, speaking and listening) and Numeracy.

Class Communication

Within our Prep grades we will use our communication folder for take home books (readers), notices and communicate with you. Please bring the blue folder to school every day and have children place it in the tub.

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

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

Wet Weather Days at The Patch PS:

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

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

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

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

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

SECTION TWO

Berry Street Educational Model/Behaviour Management

Berry Street Educational Model

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

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

Body

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

Relationship

Nurturing on-task learning through relational classroom management strategies.

Stamina

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

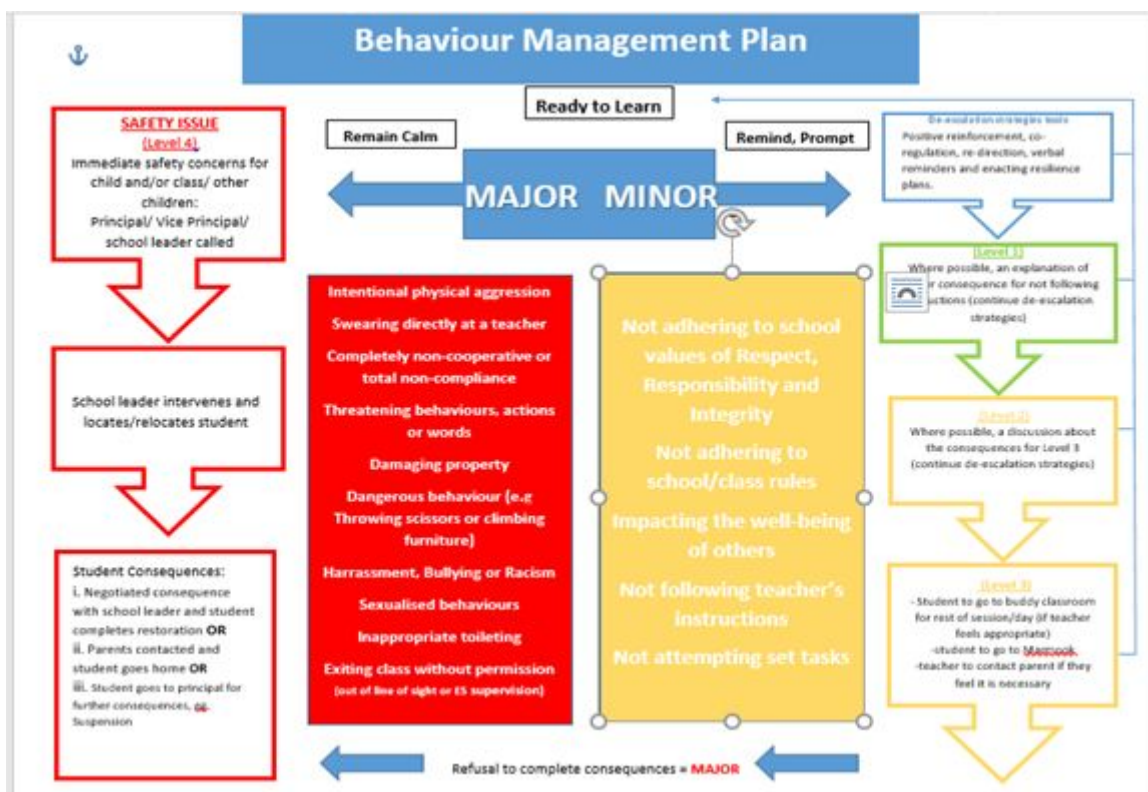
Engagement

Motivating students with strategies that increase their willingness to learn.

Character

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

Behaviour Management Flow Chart



Berry Street Behaviour Management Plan Explained

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

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

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

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

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

The de-escalation strategies (verbal reminders, re-directions, co-regulation, positive reinforcement, resilience plans) are used first and foremost as tools to re-direct behaviour. In most cases this is enough to re-focus students and no further action is needed. However, to ensure the needs of others in the class are also met our Behaviour Management Plan may need to be implemented and levels 1-3 given if a student is continuing to

interrupt the learning of others, including impacting the well-being of another student or not following the class/school rules or values.

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

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

What is Marmook?

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

How is Marmook used?

Marmook is used in a multitude of ways:

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

Level 3 (see flow chart)

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

time bell so they still have plenty of time to run around and get a drink before going back to class (they are roughly in Marmook for 12-15 minutes).

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

SECTION THREE

Curriculum

The Victorian Curriculum

The Victorian Curriculum F-10 is the new curriculum for Victorian schools. It is being implemented in all Victorian Government and Catholic schools this year and incorporates the Australian Curriculum but provides Victorian standards and priorities. The curriculum is accessed from the [Victorian Curriculum F-10 website](http://victoriancurriculum.vcaa.vic.edu.au), (<http://victoriancurriculum.vcaa.vic.edu.au>)

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. We are currently in the process of incorporating this with our Japanese program. 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.

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.

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 2020 will be delivered in English and Japanese, we will learn and perform songs, play games and have numerous opportunities to practice speaking in both whole class and small group situations. We will also incorporate Auslan (Australian sign language) where possible to further enhance our language program.

Learning a second language has many benefits to brain development; studies have shown that 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 Foundation this year will include expressions and greetings, colours, animals, sports, food and body parts. We also look forward to celebrating 'Japanese Day' on Friday 9th October.

Language learning is a fascinating journey, one that students should be excited about. Our Japanese teacher, Yale, 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.

Prep children spend time in the Library each week. Please make sure your child has their Library bag and books 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 (this year it's Friday).

Please ensure books are looked after and borrowed and returned via a library bag (not blue folder) If books are lost please let your home group teacher know and the lost book needs to be replaced with a book similar quality, topic and value.

Literacy

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 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.

THRASS – Teaching Handwriting Reading and Spelling Skills.

In 2018 THRASS was introduced as a whole school approach to some components of Literacy. All staff have been trained in THRASS and will be using it in their classroom. THRASS is a phonetics teaching-tool. It has a phonographic, multisensory focus, complemented by an analogous learning model that makes reading and spelling acquisition much simpler, faster and more sustainable than conventional 'phonic' approaches. As a classroom strategy THRASS is fun, systematic, explicit and linguistically correct. For more information please visit the THRASS website:
<https://www.thrass.com.au/>

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.

Independent reading and reading conferences

The Prep's participate in 'Independent Reading'. This involves choosing a 'just right book' and looking for meaning in what they read. 'Independent Reading' time is not just silent reading. Students are thinking while they read; this may involve asking questions, making predictions or making connections to themselves, other texts or to the world. This is the time where we talk to your child about their reading, listen to them read a 'just right book' to determine what their needs are, and establish a goal to work towards. We look at all facets of reading – not just decoding. These include: comprehension, fluency, speed, punctuation, expression, ability to self-correct among others. We record this information and keep track of their progress by conducting conferences daily (We aim to conference with each child once a month).

Writing

Writing time is sometimes driven by your child's interests; sometimes it is a set topic and sometimes a small group explicit teaching task. Not everything is corrected as we encourage children to write so that they can tell us what they have written. It only needs to be perfect if others are going to read it or if it is going to be published.

Prep children will receive a set of golden MI100W during 1st term. Children will be tested at school as to whether they can read the words out (without sounding out). Children move through different sets of coloured words which will help them with their reading (often these are called 'sight words'). Encourage children to practice these at home with you. You could make it fun and play games with the words!

Reading Eggs

ABC Reading Eggs and Reading Eggspress is a program developed by the Blake Education literacy team, the publishers of Storylands, Go Facts, Sparklers, Giggles etc. The program allows students to experience a unique online world, supporting individual learning by offering one-on-one lessons where children progress at their own rate. With interactive animations, fun games and memorable songs, Reading Eggs is great fun. The program also allows teachers to keep track of individual student's progress and move children on so that each child is working at their own level.

Music

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 2020 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 - 30 mins per week for these lessons.

Numeracy

The Numeracy program at The Patch is delivered in a variety of ways. Explicit teaching of key mathematical skills underpins our approach, facilitated via whole group, small group and in some cases, individualised learning activities. We encourage our children to explore problem solving in a safe environment where errors are seen as learning opportunities, and open-ended tasks encourage risk taking and multiple solutions to problems.

Comprehension in numeracy is just as important as it is in literacy. We plan for students to develop their comprehension through focused activities, class discussions and the attainment of a rich mathematical vocabulary. Digital Technology is made available to engage and support learning, with Mathletics accessible for students in the classroom and from home.

Regular formal and informal assessment is used to develop a maths curriculum that caters for each student's point of need. Where necessary, students will be supported in small group work to consolidate and extend their understanding of key skills and concepts.

Our goal is to develop confident, creative thinkers who can apply their numeracy skills to solve problems in a variety of real world contexts.

Philosophy

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

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

Physical Education

Physical Education is the process through which sport and sport education, outdoor adventure activities, dance, gymnastics, aquatic, ball handling and athletics are used to help students learn motor skills and to learn about and achieve physical fitness. Physical Education activities also assist in the development of personal and social skills in students.

Students in their formative years P-3 develop basic education skills. These include the development of the essential fundamental motor skills - the catch, kick run, vertical jump, overhand throw, ball bounce, leap a, dodge, punt, forehand strike and two handed side arm strike. Students must be given the opportunity to learn essential motor skills upon which later learning is dependant. Mastery of these skills by students is necessary if optimum development of higher level skills is to occur.

Children will be participating in a 1 hour session of physical education each week. Depending on the activity and the weather – they will use the hall as well as the outside areas. Over the four terms we will be covering:

- Term 1: Athletics
- Term 2: Dance
- Term 3: Ball Skills
- Term 4: Swimming
Games

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.

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.

Our STEM coordinator is Tania.

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.

Visual Arts

Creative learning experiences in the visual arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

Learning in the visual arts at The Patch Primary School takes several forms. Through arts practice students learn to develop ideas by drawing upon experience, exploring feelings, observing and researching. In order to communicate ideas, students learn the elements, principles, processes and techniques as well as the cultural and aesthetic values associated with specific art forms.

In responding to the visual arts, students learn to analyse and interpret art works. They learn how the visual arts are practised and valued in different societies and cultures, past and present. They form personal judgements of their own and those of others. They understand the skills and intentions of artists and the social or cultural contexts in which their works were produced.

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

SECTION FOUR Extra-Curricular Activities

Camps & Excursions

Excursions

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 (Tuesday 10th November approx cost \$30.00) and swimming at Monbulk pool also in Term 4 (Monday 26th-Thursday 29th October-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 Tuesday 28th July and we ask for a special person to join their child for some fun activities during the morning.

Preps will also have a special 'camp' afternoon with the Grade Ones. We keep the children at school and have afternoon teas and play games. This will be held on Thursday 26th November and children will be required to be picked up at 5.30pm

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. **No payments at the office on Fridays.**

SECTION FIVE Assessment

Assessment at Your Child's Level

Assessment at Prep level includes the following:

- Online English Interview
- Running Records of reading (during individual reading conferences – known as “FP Testing”)
- 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 also send home Magic 100 Words for your child to learn to read and eventually spell. The words go up in coloured levels. We test these words and move children along as they achieve the next level.

*Mathletics and Reading Eggs are encouraged but not an expectation. Passwords for these programs will be sent home during Term One.

Parent Assistance

As school and home 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:

Excursion helpers	Uniform Shop helpers
Involvement in Community Activities	Reading/spelling
Involvement in Community Activities	Mini Lit Reading (Years 1 & 2)Mac Lit (3 and 4)
Working Bee Involvement	School Banking
School Council Membership	Scholastic Book Club helpers
Garden Team Membership	Fundraising Projects

In Term 2 (once the children have settled into a routine) we will ask for parent helpers to listen to the children read.

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.
- Never underestimate the importance of speaking and listening to your child as it underpins all their learning. Remember you are their primary teachers; engage them in lots of talk. Through talk help them to wonder and question the world around them.
- Talk to them about their learning, what they find difficult, easy, puzzling etc. Help them clarify their thinking by throwing in lots of why questions and 'because'
- Encourage them to be critical thinkers, independent-minded readers, speakers and listeners.
- Introduce them to 'powerful words' and the power of words this develops their vocabulary and encourages them to use interesting words.
- 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.
- Involve them in the use and handling of money when shopping. Compare prices, weights etc. and discuss 'best buy'.
- Still read to and with them. Talk to them about their reading, even read what they are reading. Discuss things like, what inferences are made, what predictions are reasonable and what conflict and resolution takes place. Stop and discuss interesting words and descriptive, emotional (beautiful) passages.
- Share their music with them and discuss the lyrics. That may be difficult.
- Encourage your child to make connections in their learning and with the world around them.

- Finally discuss social issues with them to help develop their awareness, thinking and understanding of the world around them