

Grade 1 & 2

Parent Information

2020



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Welcome to Year 1/2 at The Patch Primary School.

We look forward to working with your children this year and the successes and developments the year brings.

Communication between home and school is essential for a successful year.

We encourage you to keep us informed about celebrations, issues, problems or questions that may arise during the year.

Email is an easy and effective way of keeping in touch. Appointments can be made to meet with your child's classroom teachers.

Thanking you for your support.

We look forward to working in partnership with you.

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SECTION ONE

Routines and Administration

Bell Times

9.00am	Start of learning time.
11.00am	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.

2020 Term Dates

- Term 1:** Tuesday, 28 January to Friday, 27 March
Term 2: Tuesday, 14 April to Friday, 26 June
Term 3: Monday, 13 July to Friday, 18 September
Term 4: Monday, 5 October to Friday, 18 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	Prep/1	1/2 A	1/2B	1/2C
Monday 2.30pm	PE (if fine)	PE	PE	PE (if fine)
Tuesday 1.00pm			Library	
Wednesday 1.00				Music
Wednesday 2.30pm	PE (if wet)			PE (if wet)
Thursday 9.00am	Art			
Thursday 10.00am	Music			Library
Thursday 12.00pm		Japanese	Art	Music
Thursday 1.00pm		Music	Japanese	Art
Thursday 2.30pm		Library		
Friday 10.00am	Japanese	Art	Music	
Friday 12.00pm	Library			

*This year, STEM and philosophy will be taught within each classroom, rather than in a rotation.

Class Communication

A class newsletter will be emailed to you during Week 4 of every term via email. It will also be uploaded onto the school website <http://www.thepatchps.vic.edu.au>. The class newsletter will contain information about our teaching and learning 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

Berry Street /Behaviour Management

Berry Street Educational Model

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

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

Body

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

Relationship

Nurturing on-task learning through relational classroom management strategies.

Stamina

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

Engagement

Motivating students with strategies that increase their willingness to learn.

Character

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

The Patch Primary School - Berry Street Behaviour Management Model Explained

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

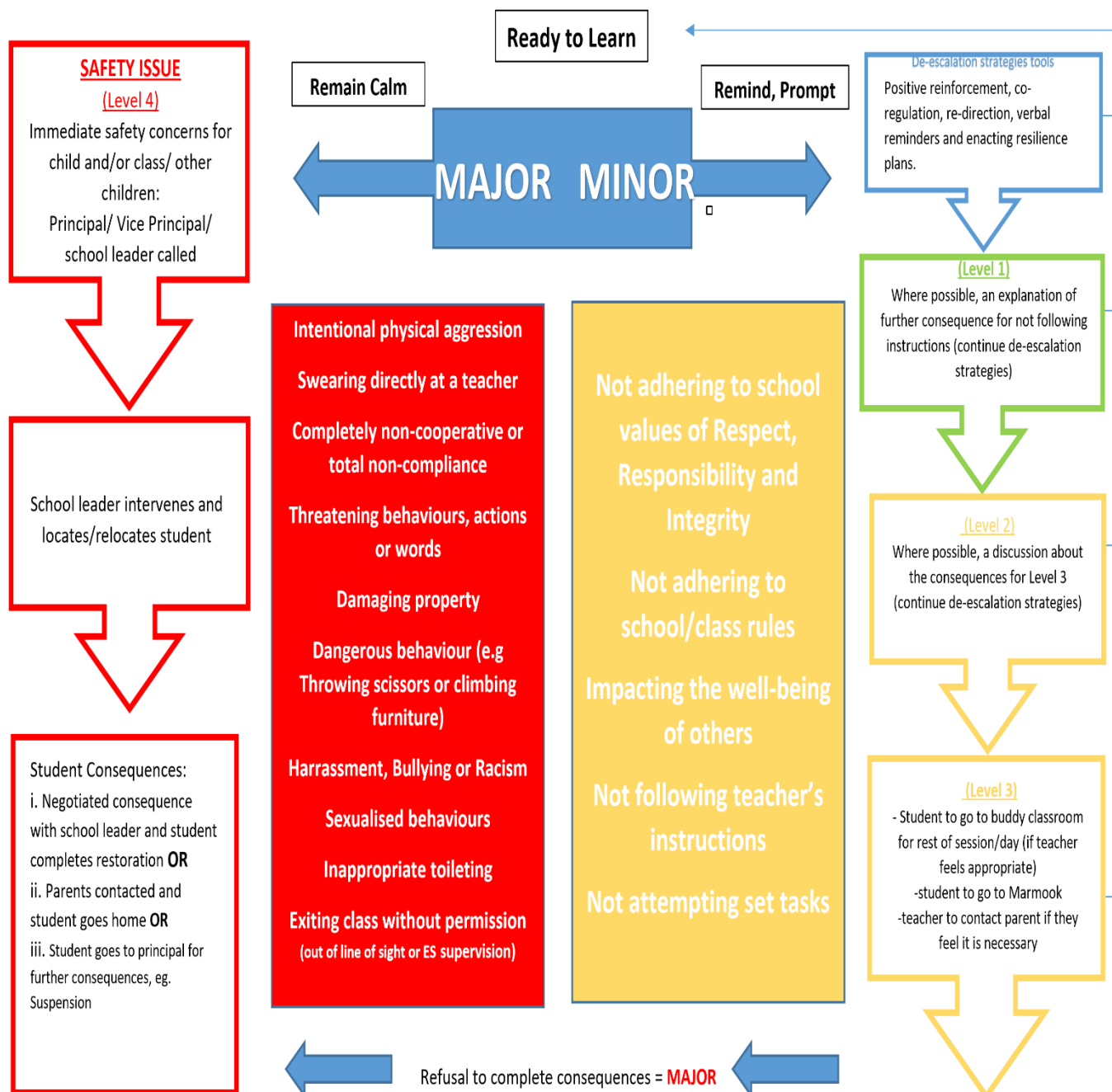
Marmook is used in a multitude of ways:

- 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>).

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.

1/2 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 Grade 1/2 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.

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 two books 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 3 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 week.

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 - 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
- Mathematics- 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.

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

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.

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.

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.

- **Stomp the Beat (Approximate cost \$25 per child) – Term 2**

Stomp Dance Company run curriculum based hip hop dance programs and teaches a variety of fresh new routines that our students will love. Students will learn individual, partner and team dances, such as general hip hop, lyrical jazz, stepping, popping and locking. Our hip hop courses are designed to help develop your student's fundamental movement and co-ordination skills, learn respect, social skills, team work and self-expression. They will perform basic to complex motor skills and movement patterns and become creative and confident, all while having a great time. The program finishes with a free disco.

- **Art Gallery (Approximate cost: \$25.00 per child) – October – date to be confirmed**

YOUNG AT ART: Students are encouraged to wonder through art and play. They are immersed in the magical world of art through sensory activities which focus on stories, emotions and ideas. The program will tie in with our term 3 narrative focus.

- **Prep/Grade 1 After School Incursion 26th November 3.30 – 5.00**

Our Preps and Ones stay after school for an afternoon of games and fun, including a snack and fruit.

- **Grade 2 Day Camp Experience – YMCA Recreation Camp, Mt Evelyn**

Term 4: Thursday 17 December Approx. cost: up to \$60.00 per student (depending on numbers)

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 3 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.