

# Year 1 – 6

# INFORMATION NIGHT

## 2018



# OUR STAFF



| Team             | Members   |
|------------------|---|
| Principal class  | Rhys Coulson and Andrew Veal  |
| Administration   | Margaret de Haas and Anna Sanos   |
| Specialist Team  | Kate Stacker, Lisa Clark, Joy Birrell, Dina Velona, Janine Reid and Jayne Setford                                       |
| Foundation       | Cassandra Dykstra, Ashleigh Danes and Angelique Giocoman  |
| Year 1/2         | Celene Black, Tania Martini, Brittany Chipman, Mary Tran, Julia Laidlaw, Navaara Matherson & Kirsty Creek               |
| Year 3/4         | Jeanette Breen, Liz James, Linda Spencer, Louise Wood, Aphrodite Loizou, Vikki Brereton, Ashleigh Bowman and Yvonne Tan |
| Year 5/6         | Ross Toogood, Jacqui Nicolazzo, Sam Wang, Julie Gibbs, Mary Wakefield and Kerryn Clark                                  |
| Paraprofessional | Andrea Genat ( <i>Psychologist</i> ) and Phoebe Scott ( <i>Speech</i> )   |



Templestowe Heights  
PRIMARY SCHOOL

# Learning Intentions

*To inform our parents and guardians of the learning opportunities and experiences at Templestowe Heights Primary for your child*

## Success Criteria

- Gain a snapshot of the education programs we deliver
- Have an understanding of the extra-curricula opportunities
- Identify what makes Templestowe Heights Primary different

# Our Purpose

*To provide high quality learning opportunities and experiences for every child.*

*To make a difference.*

Every decision we make is based on three pillars:

1. About the child
2. Based on research
3. Evidence driven



# Our classroom structure

## **We follow a multi-age approach**

**\*every child's learning growth is not determined by age**

- First year are straight Foundation classes**
- Year 1/2 Year 3/4 Year 5/6**
- Why?**
- What does this look like in classes?**

# LITERACY

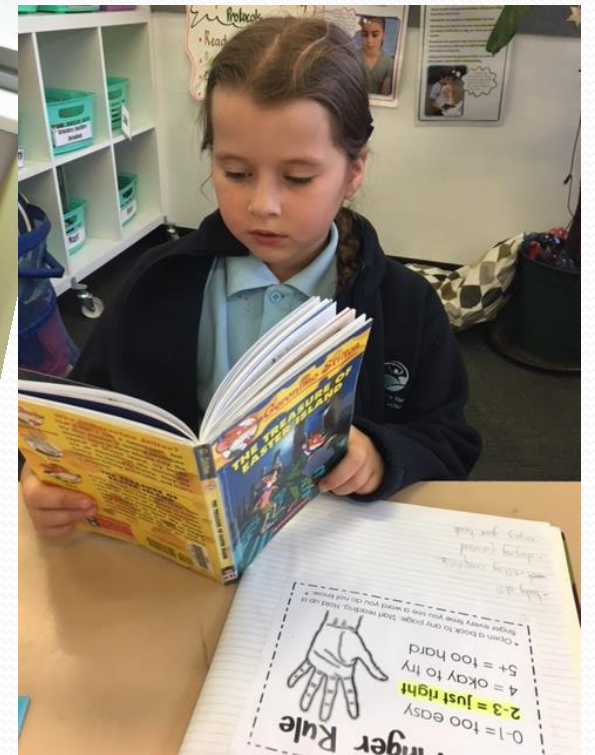
- Reading & Viewing
- Writing
- Spelling
- Speaking & Listening



## Independent Reading

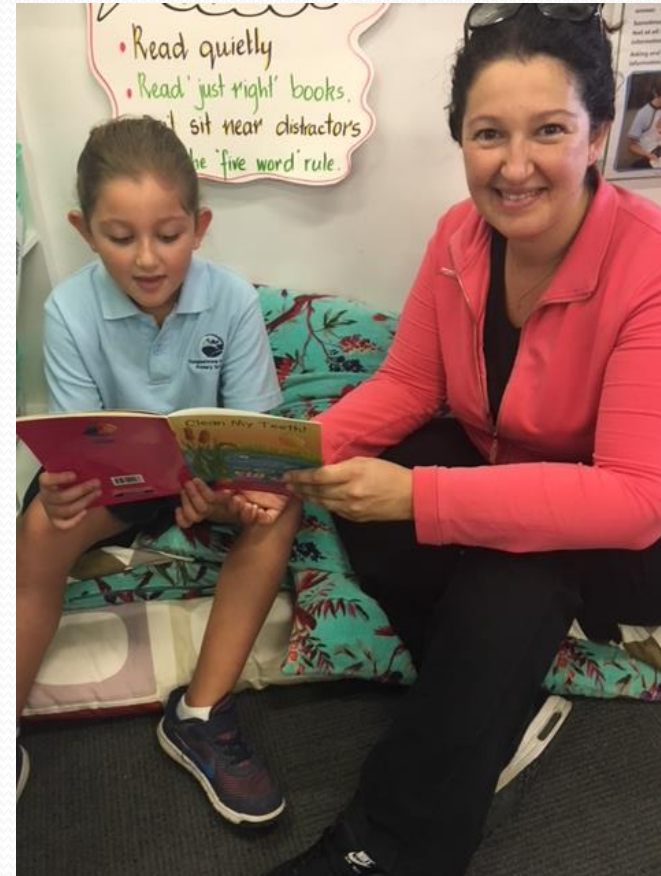
# Reading

- Classroom library
- Good fit/just right books
- Topics of interest
- Reading stamina
- Reading for meaning
- In class Reading Log



# How you can support your child

- Promote a nightly reading routine
- Be curious about what your child is reading
- Check for their understanding of the text
- Reflect together on their reading and the text
- Model yourself as a reader
- Continue to build your own home library





# Writing

## How we teach it?

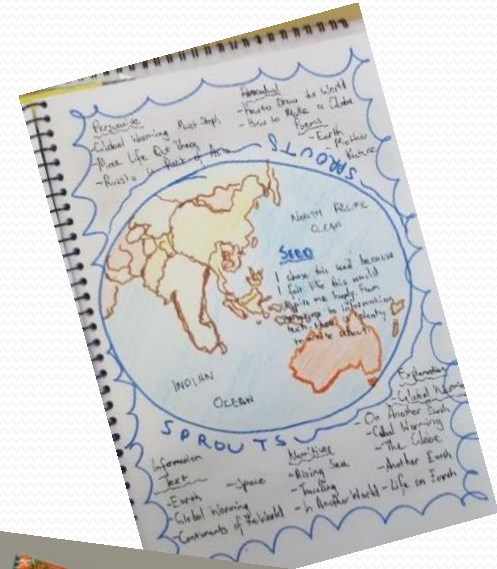
- Exposed to various text types/genres, structures and language features

## Independent Writers (Writers Workshop)

- Risk taking
- Good habits i.e. editing and proof-reading
- Writer's Notebook - Ideas keeper (seeds and sprouts)
- Notebook travels with child through school life

# Writers' Festival

- Annual event celebrating every child being a writer
- Experience a publishing process



# How you can support your child

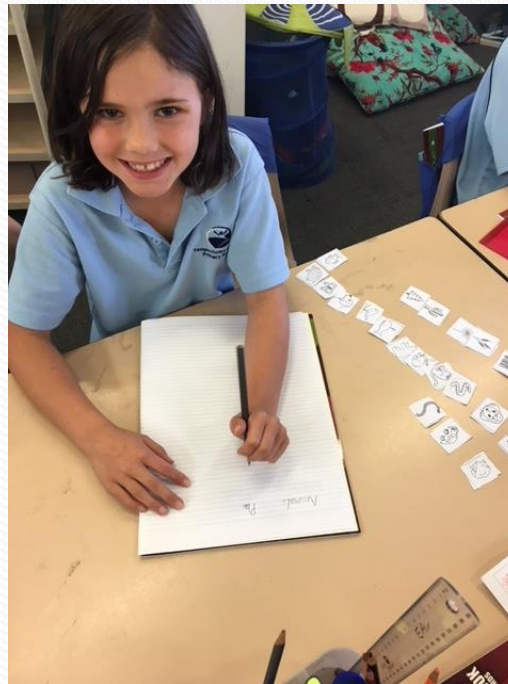
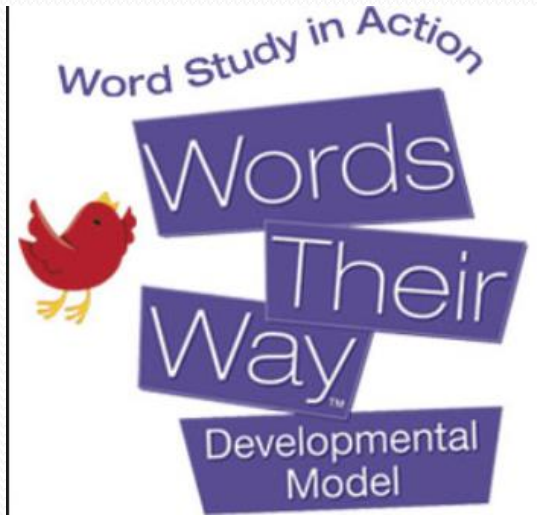
- Encourage your child to write for a purpose, for example shopping lists, birthday cards and schedules
- Model yourself as a writer
- Encourage your child to collect seeds for their Writer's Notebook
- Encourage your child to take risks with their writing.



## Our program

- Students' spelling stage is identified
- Targeted instruction at student's point of development

# Spelling





# Spelling

- Spelling Zone Lessons are on Monday and Friday
- Small groups and hands on
- Words are sorted in class each day
- Word sorts are included in Home Learning



# How you can support your child

Support your child when they are word sorting at home by:

- *Helping them to organise themselves when sorting*
  - *Having equipment available: scissors, zip lock bag, glue and pencils.*
- 
- *Asking them questions about their word sort such as:*
    - What is the spelling pattern?
    - What sound does the spelling pattern make?
    - What does this word mean?





# Speaking & Listening

- Immersed throughout the school day
- Units of Inquiry
- Circle Time
- School Leadership/Voice
- Manningham Public Speaking Competition



# Mathematics

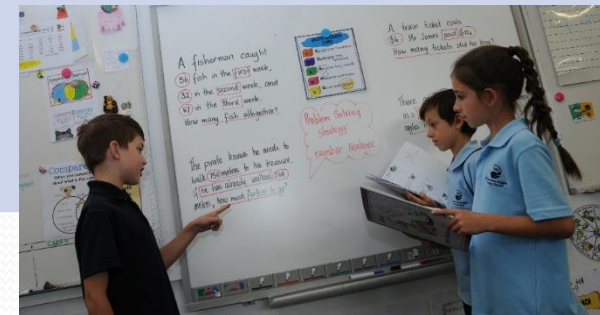
## Learning – What and How

- The strands:
  - *Number and Algebra*
  - *Measurement and Geometry*
  - *Statistics and Probability*
- The proficiencies:
  - **Understanding**
  - **Fluency**
  - **Problem Solving**
  - **Reasoning**



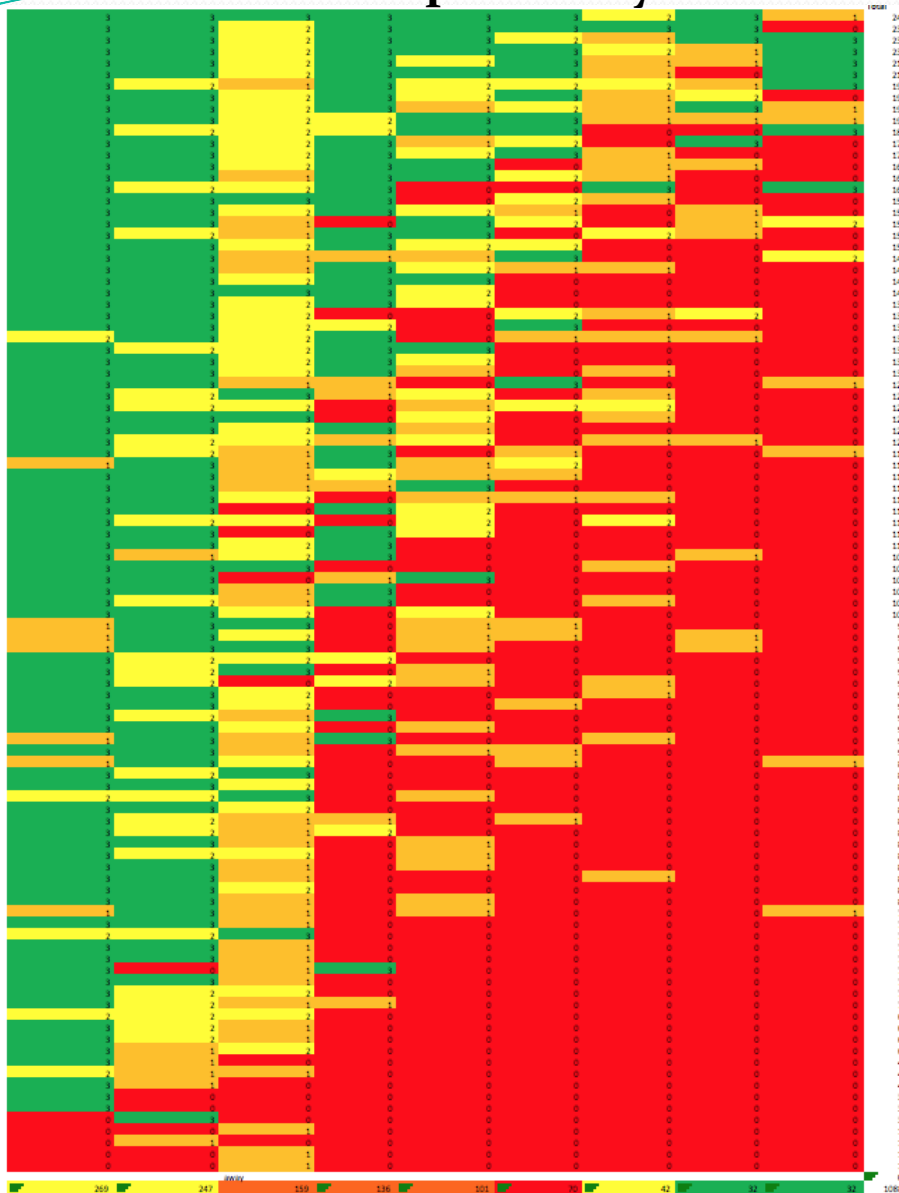
## Targeted Teaching - Maths ZONES

- Core number elements targeted in weekly Zone sessions
- Students are assisted to find their Zone of Proximal Development (ZPD)
- Groups are fluid
- Students are tracked weekly



## Pre -Test-

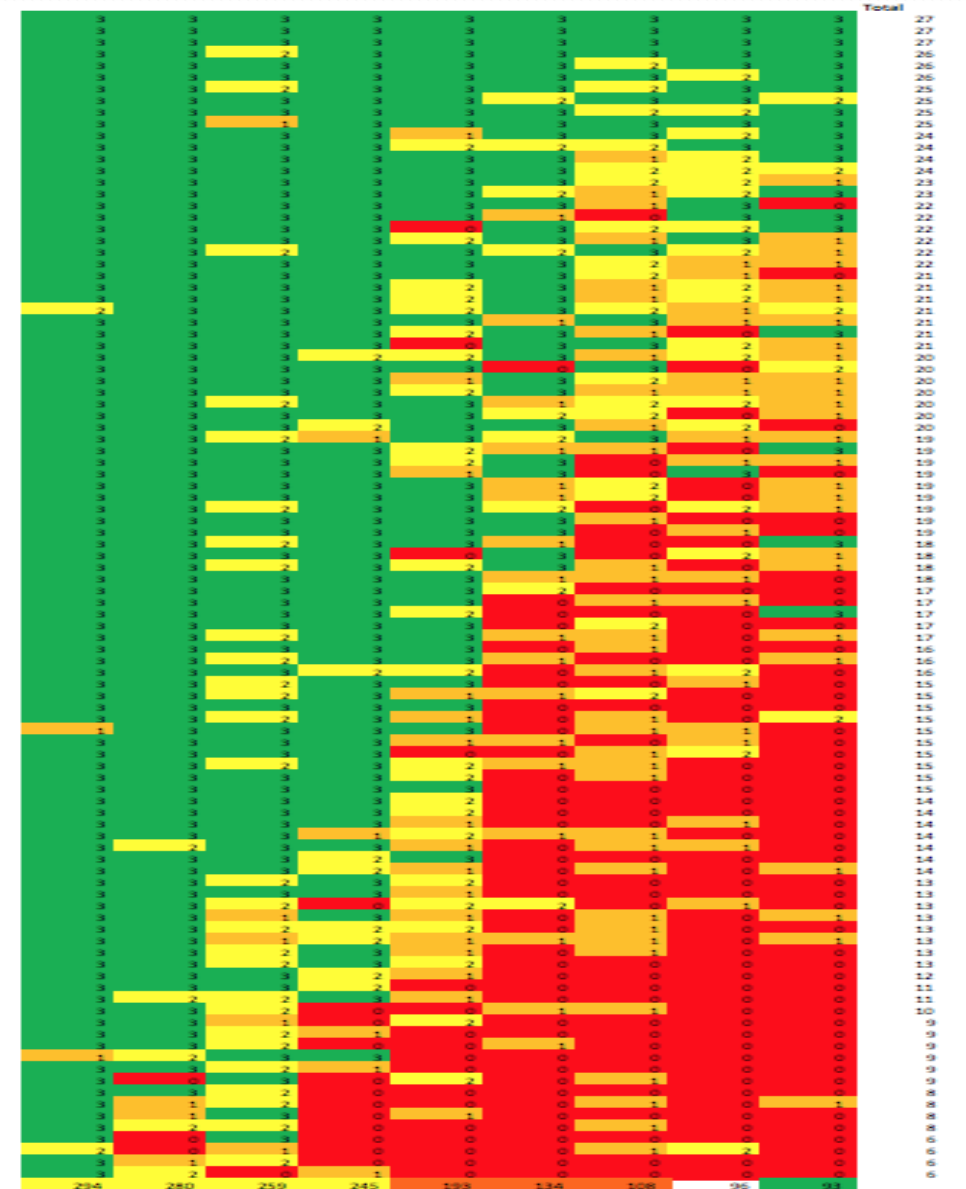
What are the students already able to do independently?



Using  
data to  
identify  
the point  
of need -  
ZPD

## Post -Test-

What are the students able to do independently after targeted teaching?



# How you can support your child

- **Help your child build connections with their learning and real life maths contexts**
- **Make maths part of everyday conversation**
- **Be involved in Home Learning as it reflects your child's learning at school**
- **Encourage practice of skills through online programs**



# STEM

- Science, Technology, Engineering & Mathematics
- 21<sup>st</sup> Century global/transferrable skills
  - Coding – Robotics & Scratch
  - 3D printers – design and printing, spatial awareness
  - iPads, laptops and desktops
  - Problem Solving skills
  - Collaboration/Team work
  - STEM Day





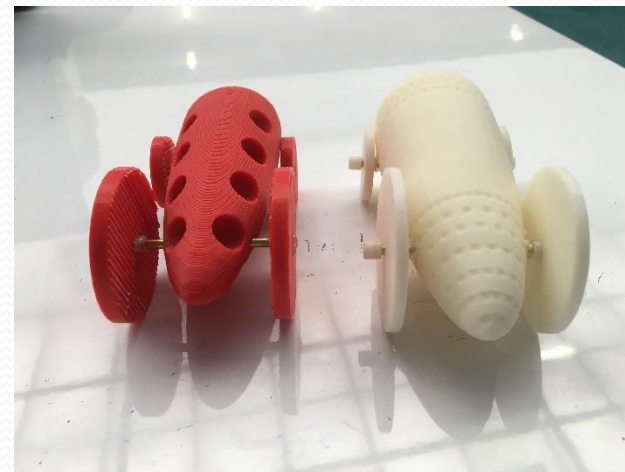
# STEM – Coding & 3D Printing

## CODING

- Across entire school
  - BeeBots for Foundation
  - Dash robots for Years 1-4
  - Lego Mindstorms for Years 5&6
  - Online with Scratch/code.org
  - RoboCup Junior

## 3D Printing

- Aim to have it across entire school
  - Linked to topics in levels
  - PrintACar competition



# How you can support your child in STEM

## Provide your child opportunities to:

- Experiment
- Test theories
  - Code
- Design (in 3D)
  - Build things
- Solve problems

## How you ask?

- **Physical world**
  - Robots
  - Fun science experiments/cooking
  - Engineering challenges/problems at home
- **Online world**
  - coding through Scratch <https://scratch.mit.edu/> or Hour of Code <https://code.org/>
  - 3D design software like Fusion 360 or XYZ Maker
  - Games such as Fantastic Contraption (physics) <http://fantasticcontraption.com/original/>

# Units of Inquiry

- Concept based learning using critical thinking skills-e.g. Habits of Mind
- Whole school approach with same concept throughout (“Identity” is over-arching concept in term 1).
- Covers civics & citizenship, science, geography, history and economics
- Our units of inquiry build on deeper learning through critical thinking and problem solving
- Use Habits of the Mind thinking skills

# How you can support your child with our units of inquiry

**Take an interest in the concept of identity. Ask your child what you are learning about? What connections they can make?**

**This can provide rich discussion!**

# Student Voice

- **Environmental and Junior School Council (Student Voice)**
  - Voted by peers
  - Attend meetings
  - Establish role once elected
  - Newly appointed each semester
  - Fundraising events for various charities
  - Maintaining community garden and chicken coop
  - Principal's lunch
- **Year 5/6 leadership**
  - School, House, Art, STEM and Environmental Captains
  - Organise and run weekly school assemblies
  - All year 5/6's participate in a specialised leadership program
  - Year 5/6 students have Prep/Year 1 buddies



# Student Wellbeing



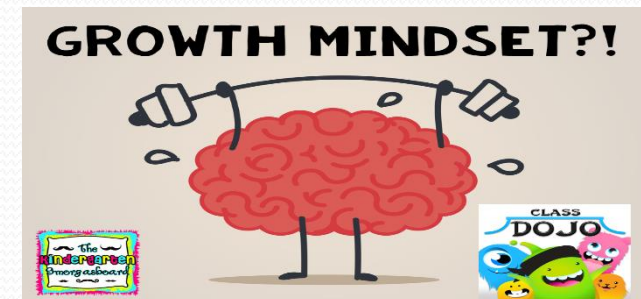
Templestowe Heights  
PRIMARY SCHOOL



Department of  
Education & Training



*You Are The Key To  
Your Success  
"YOU CAN DO IT!"*



# Home Learning

- Monday to Friday
- Reading logs (1-4) and diaries (5-6)
- Partnership between school, parent and child
- Promotes responsibility, organisation and study habits
- Consolidates what is learnt at school
- Time spent on Home Learning
- Technology involved (Reading Eggs and Mathletics)
- Year 5/6 Home Learning posted online

**(Please see your child's teacher if you have any concerns)**

## EAL

- Dedicated teacher, Lisa Clark
- Blackburn Language School

## Intervention

- Dedicated teacher, Lisa Clark
- Templestowe College Tutors
- STA Program
- School Speech Pathologist, Phoebe Scott
- School Psychologist, Andrea Genat

## Enrichment

- Dedicated teachers, Lisa Clark F- 2 & Janine Reid Grade 3 - 6

# CAMPS

*Purpose: To provide an opportunity where the social, emotional, academic, ethical skills as well as a child's personal development is enhanced*



- Whole School approach

## 2018 Camping Program

- Foundation : Dinner/Games Night
- Year 1/2 : Sleep Over (Biannual)
- Year 3/4 : Wombat Corner
- Year 5/6 : Phillip Island(CYC)





# INCURSIONS / EXCURSIONS

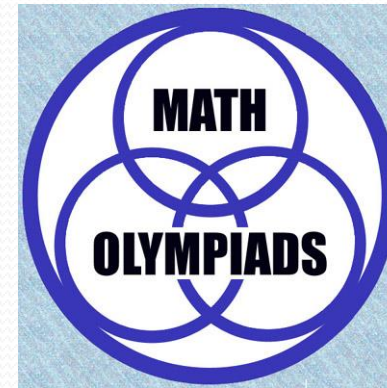
- Enhance and support the units of inquiry that students are learning about
- We love and encourage parent support!



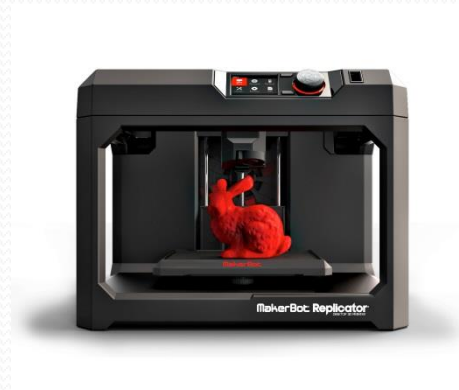


# ENRICHMENT

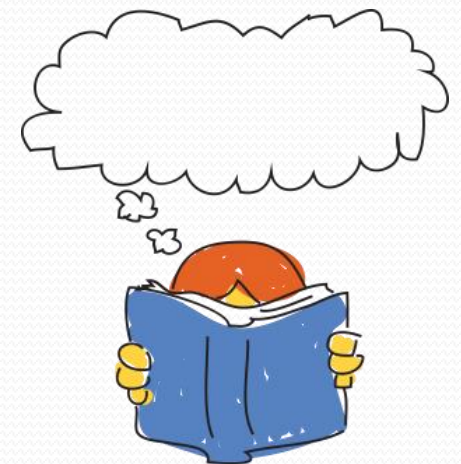
**Music**



**Passion Learning**



**Reading**



# EXTRA-CURRICULAR

|               |                                  |                     |                    |
|---------------|----------------------------------|---------------------|--------------------|
| <b>Lego</b>   | <b>Robotics</b>                  | <b>Baking</b>       | <b>Chess</b>       |
| <b>Choir</b>  | <b>Uke Group</b>                 | <b>AusLan</b>       | <b>Choir/Drama</b> |
| <b>Dance</b>  | <b>Religious<br/>Instruction</b> | <b>Basketball</b>   | <b>Gardening</b>   |
| <b>Gaming</b> | <b>Art</b>                       | <b>Instrumental</b> |                    |



# COMMUNICATION

- **Class Reps (with Buzz List)**
- **Newsletter**
- **School Reports**
- **Parent/Carer Discussions**
- **Individual Learning Plans**
- **Flexibuzz (our free school App)**
- **Open Door Policy**



# SPECIALIST PROGRAMS



# PERFORMING ARTS

## What we cover?

- **Exploring Rhythm**- beatboxing, bucket drumming, boomwhacker
- **Drama** – short plays rehearsed in small groups and performed to the class, games exploring characters, actions and voice projection
- **Music Appreciation** – awareness of famous artists, competitions such as Junior Eurovision, a wide variety of music styles
- **Rehearsing** for the whole school production ‘Pirates of the Curry Bean’
- Drama lunchtime group, Choir lunchtime group

## Why we do it?

- **Encourage** student creativity
- **Build** a passion for the Arts
- **Understand** the process for creating, rehearsing and performing



# Italian

## What we cover:

- Speaking, reading, writing, translating
- Conversation, dialogues, role-plays
- Vocabulary, phrases
- Numbers, language games
- Singing, poetry
- Culture, traditions

## Why do we do it?

- To develop a child's communication skills
- Builds self-confidence and improves memory

## Extra Activities

- Multi-cultural Day
- Poetry Competition



# ART

## What we cover:

- 2D – painting , printing, drawing and collage
- 3D – ceramics/modelling, construction, textiles
- Art appreciation – awareness of famous artists and art styles
  - exhibitions and galleries

## Why do we do it?

- To engage children's creativity
- Develop fine motor skills
- Promote leisure activities
- Optional Art lessons on Wednesdays after school





# PHYSICAL EDUCATION

## What we cover?

- Fundamental motor skills
- Ball handling, kicking, striking, throwing & catching
- Fitness
- Gymnastics and Dance – alternate years
- Minor & Major Games

## Extra activities

- Swimming & Athletics Carnivals
- Cross Country
- Inter-school sport
- Round robins
- Swimming program?
- After school basketball program



## Why we do it?

- To encourage and promote a healthy lifestyle
- To introduce children to a range of sports
- Develop perseverance and good sportsmanship
- Engage children and develop a passion for sport





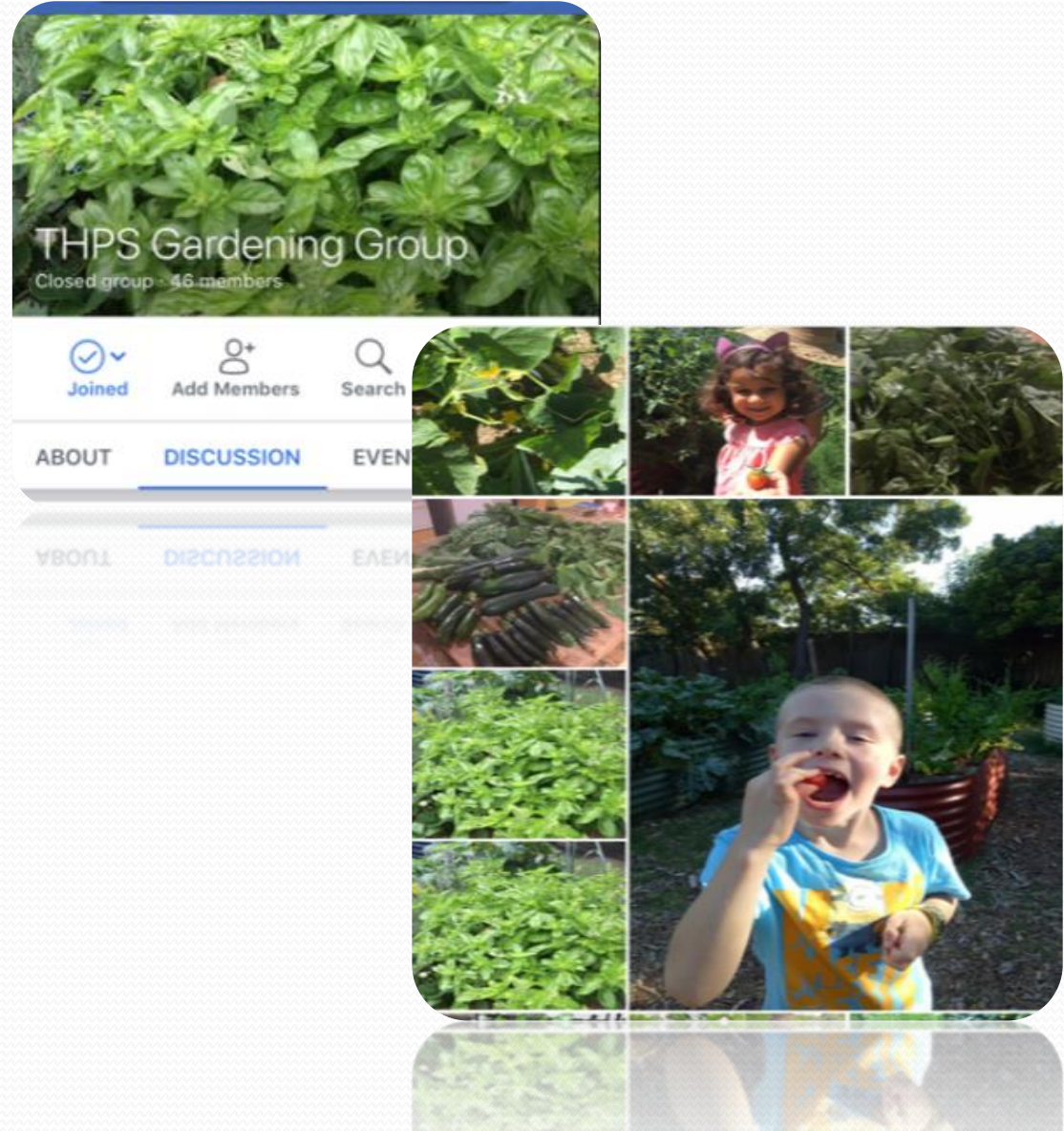
# How you can support your child

## Production planning!

- Costumes from Term 2
- Return of notices
- Absences

# Ways to be involved in THPS

- Parents & Friends Association
- Class Rep
- School Council
- Chickens
- Watering of Vegetable Garden
- Working Bees
- Coaching sports teams
- Classroom reading
- Production
- Parent/Carer Discussions
- Magic 10 minutes
- Excursions and incursions





Templestowe Heights  
PRIMARY SCHOOL



# Questions?

# Feedback?