

# Year 1 – 6

# INFORMATION NIGHT

# 2019



# 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 Maria Buttifant
Foundation	Cassandra Dykstra, Ashleigh Danes and Jacqui Nicolazzo
Year 1/2	Celene Black, Tania Martini, Julia Laidlaw, Julia Rossi, Marie Petzierides, Angela Makris*
Year 3/4	Jeanette Breen, Liz James, Linda Spencer, Louise Wood, Alex Bruinewoud, Angela Makris*
Year 5/6	Ross Toogood, Sam Wang, Julie Gibbs, Brittany Chipman, Sylvia Petrovska
Education Support Team	Ashleigh Bowman, Vikki Brereton, Kerry Clark, Kirsty Creek, Navaara Matherson, Yvonne Tan, Mary Wakefield



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



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# 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 &

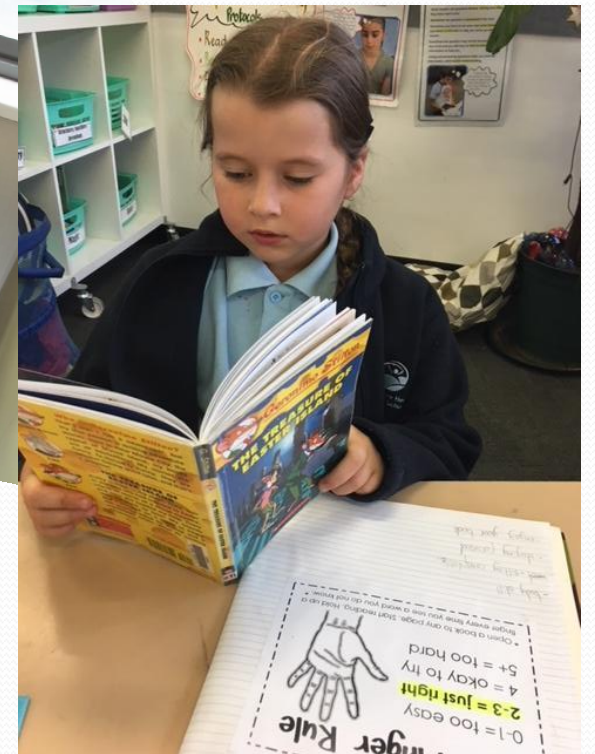
Listening



# Reading

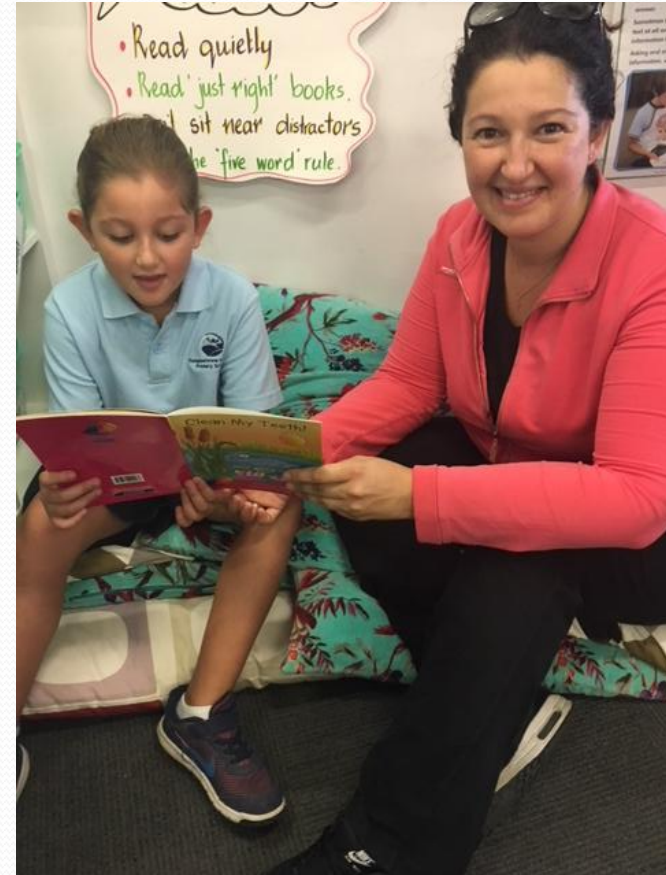
## Independent Reading

- 100 Nights of Reading
- Classroom library
- Good fit/just right books
- Topics of interest
- Reading stamina
- Reading for meaning/comprehension strategies
- Reading Response Journal



# 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

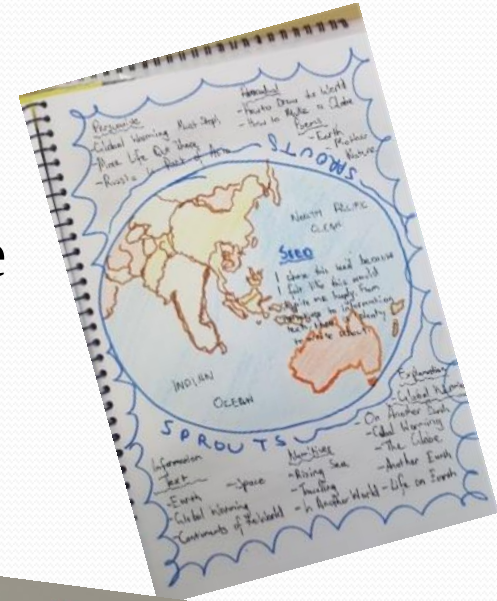




# Writing

## Independent Writing

- Exposed to various text types/genres, structures and language features
- 6+1 Writing Traits
- Writing Process
- Writer's Notebook - Ideas keeper (seeds and sprouts)
- Notebook travels with child through school life
- Writer's Festival - Annual event celebrating every child being a writer
- Experience a publishing process



# How you can support your child

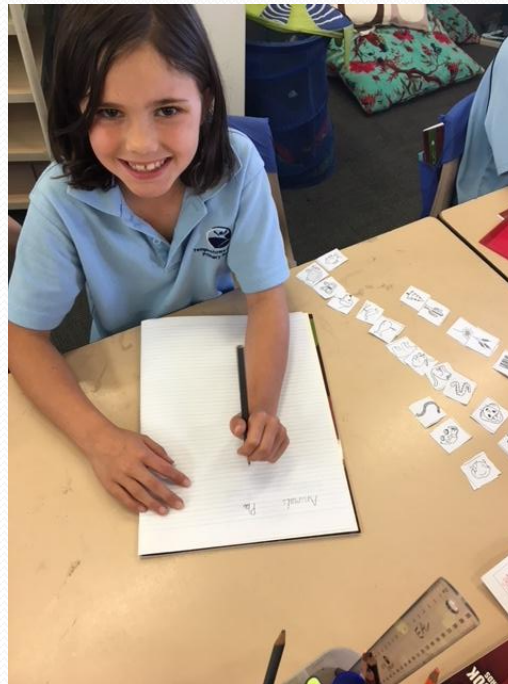
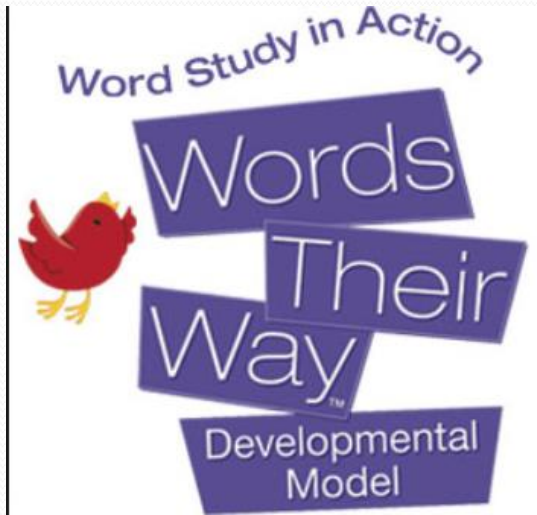
- Encourage your child to write for a purpose, for example shopping lists, birthday cards and schedules
- Model yourself as a writer
- Encourage your child to collect seeds for their Writer's Notebook
- Encourage your child to take risks with their writing.



## 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
- Groupings are fluid
- 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

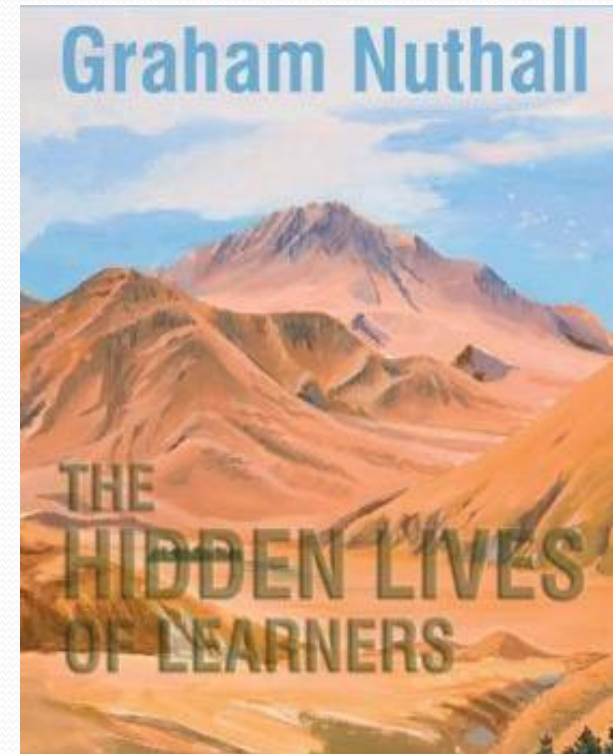
- Immersed throughout the school day
- Units of Inquiry
- Circle Time
- School Leadership/Voice
- Manningham Public Speaking Competition



# The skill of Collaboration



- conversations
- cooperative learning
- reasoning and justification
- transferable skills



# 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

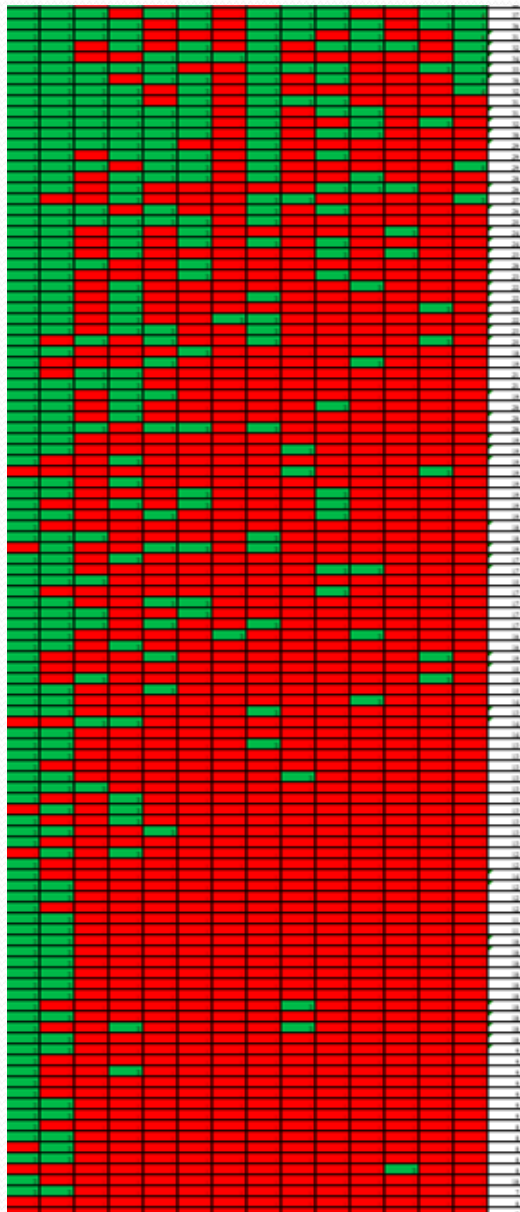
- Core number elements targeted in weekly Zone sessions
- Students are grouped according to their Zone of Proximal Development (ZPD)
- Groups are fluid
- Students are tracked weekly





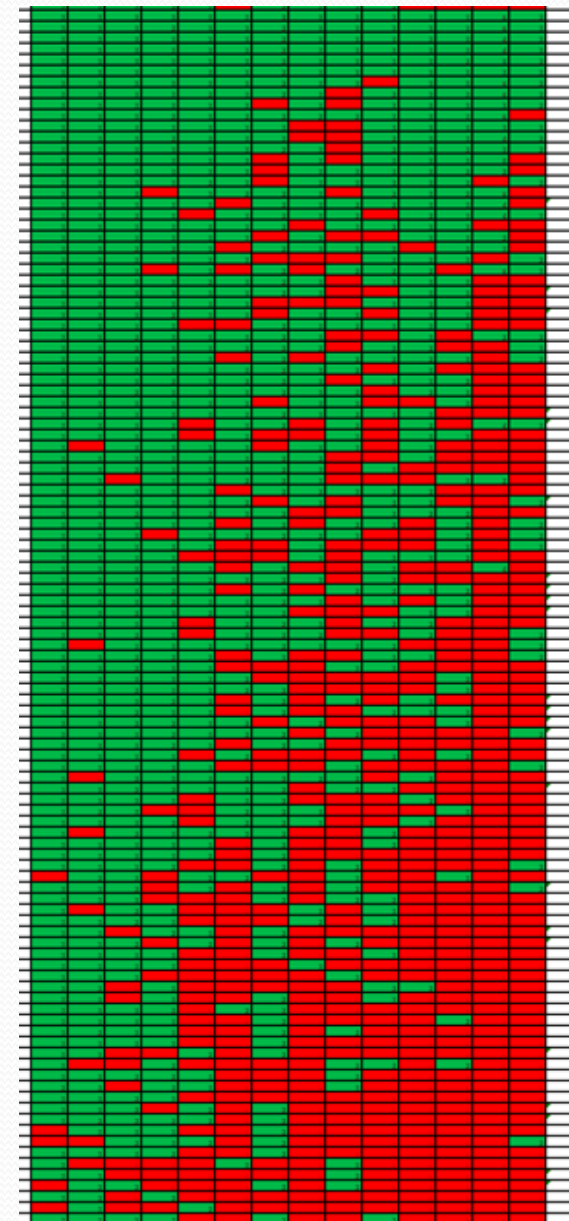
## Pre -Test-

What are the students already able to do independently?



## 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/transferable skills
  - Coding – Robotics & Scratch
  - 3D printers – design and printing, spatial awareness
  - iPads, laptops and desktops
  - Problem Solving skills
  - Collaboration/Team-work
  - STEM Day



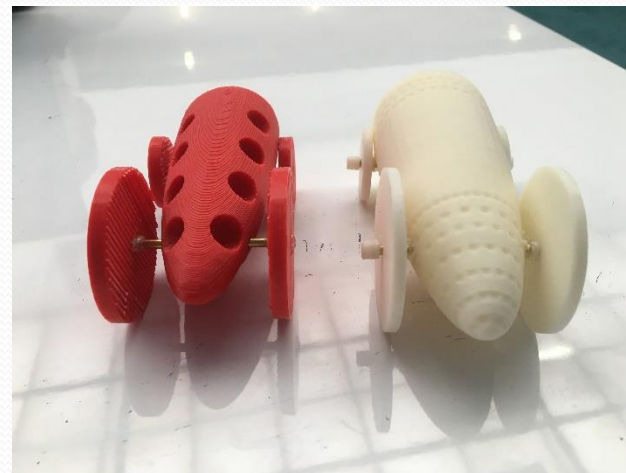
# STEM – Coding & 3D Printing

## 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
- Inquiry Learning encourages students to investigate key understandings
- Whole school approach with same concept throughout (“Community” is the 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





# How you can support your child with our units of Inquiry?

**Take an interest in the concept of community.  
Ask your child what they are learning about?  
What connections they can make?  
This can provide rich discussion!**

## **In Our Community**

Community  
Foundation

RECENTLY UPDATED



## **Places And Spaces**

Community  
Levels 1 & 2



## **First Contact**

Community  
Levels 3 & 4



## **Making Democracy**

Community  
Levels 5 & 6





# 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
- **Year 5/6 leadership**
  - School, House, Art, Performing Arts, STEM and Environmental Captains
  - Organise and run weekly school assemblies
  - All year 5/6's participate in a specialised leadership program
  - Year 6 students have Foundation buddies
  - Weekly student run canteen



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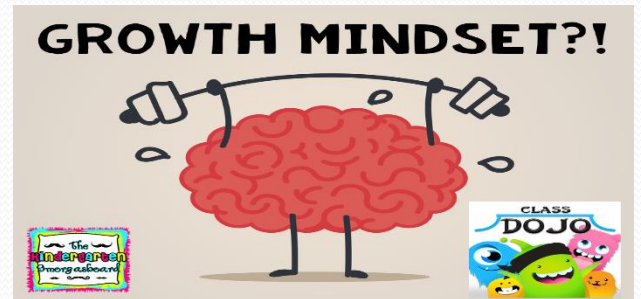
# Student Wellbeing



Department of  
Education & Training



INSTITUTE OF  
**POSITIVE  
EDUCATION**  
GEELONG GRAMMAR SCHOOL®



# 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
- 100 Nights of Reading

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

# EAL

- Dedicated teacher, Lisa Clark
- Blackburn Language School

# Intervention

- Dedicated teacher, Lisa Clark  
Purpose: To enhance students literacy skills through targeted teaching in a small group situation.
- STA Program
- School Speech Pathologist, Karlein Kwong
- School Psychologist, Andrea Genat

# Enrichment

- Dedicated teacher, Janine Reid ( [reid.janine.j@edumail.vic.gov.au](mailto:reid.janine.j@edumail.vic.gov.au) )
- Monday, Wednesday, & Friday.
- Office located in 34J.

- Purpose:

*To provide a comprehensive and challenging curriculum for students, including those who are identified as needing extension beyond the regular classroom program.*

- Support is driven by need and currently includes:
  - 34 & 56 Maths Zones.
  - 56 Maths Olympiad and 34 Maths Games Problem Solving Competitions.
  - Vocabulary Their Way.
  - Student and Teacher support.



# ENRICHMENT



# 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

## 2019 Camping Program

- Foundation : Dinner/Games Night
- Year 1/2 : Sleep Over (Biannual)
- Year 3/4 : Forest Edge (CYC)
- Year 5/6 : City Camp (CYC)



# INCURSIONS / EXCURSIONS

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





# EXTRA-CURRICULAR



<b>Lego</b>	<b>Robotics</b>	<b>Remote Control Car</b>	<b>Chess</b>
<b>Instrumental</b>	<b>Calmer Classrooms</b>	<b>AusLan</b>	<b>Choir</b>
<b>Dance</b>	<b>Religious Instruction</b>	<b>Basketball</b>	<b>Gardening</b>
<b>Yoga</b>	<b>Art</b>	<b>Drama</b>	<b>Run Club</b>



# COMMUNICATION

- **Class Reps (with Buzz List)**
- **Newsletter**
- **SAEKO/COMPASS App**
- **School Reports**
- **Parent/Carer Discussions**
- **Individual Learning Goals**
- **Open Door Policy/Magic 10 Minutes**
- **School Website**



# **SPECIALIST PROGRAMS**

# PERFORMING ARTS

## What is Performing Arts?

- Drama
- Dance
- Music

## Why we do it?

- Encourage student creativity
- Build a passion for the Arts
- Understand the process for creating, rehearsing and performing
- Building Confidence - transferable to other curriculum areas



# 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

- Multicultural Day
- Poetry Competition





# ART

## Art Show in September

### 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
- Dance – alternate years
- Minor & Major Games

## Extra activities

- Swimming & Athletics Carnivals
- Cross Country
- Inter-school sport
- Round robins

## Why we do it?

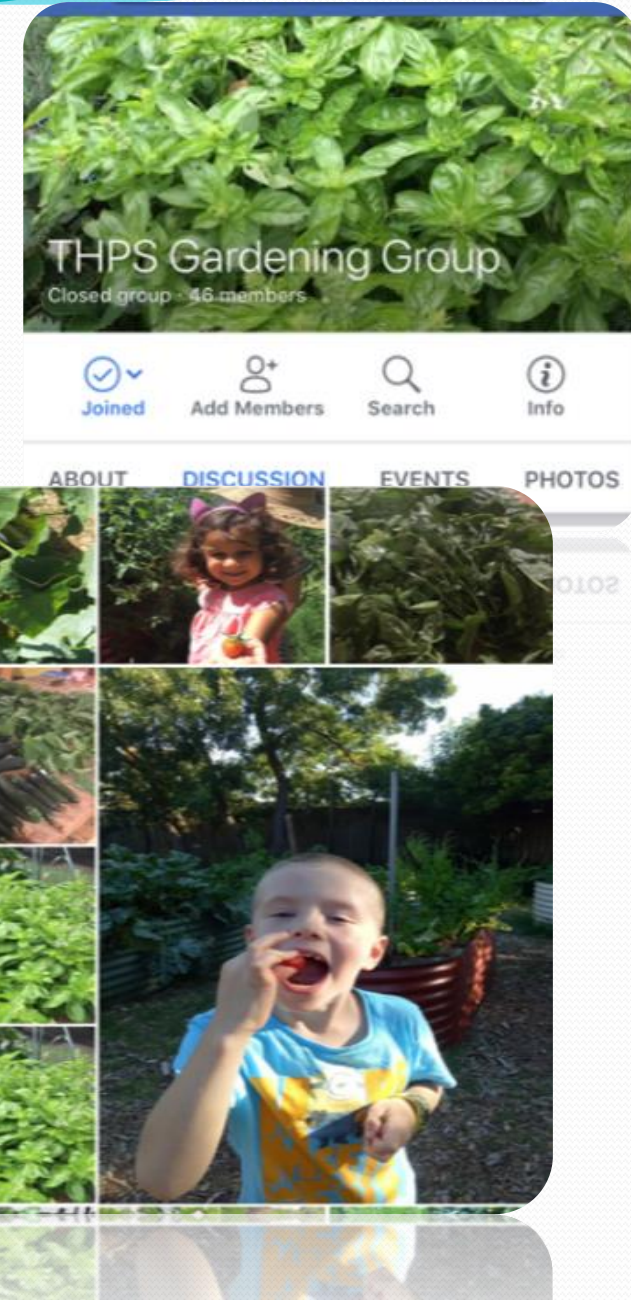
- To encourage and promote a healthy lifestyle
- To introduce children to a range of sports
- Develop perseverance and good sportsmanship
- Engage children and develop a passion for sport





# Ways to be involved in THPS

- Parents & Friends Association
- Class Rep
- School Council
- Chickens
- Watering of Vegetable Garden
- Working Bees
- Coaching sports teams - Basketball teams
- Classroom reading
- School Ball
- Parent/Carer Discussions
- Working With Children's Check
- Excursions and incursions



# Events to keep in Mind...

- **Multicultural Day (end of term 1)**
- **School Ball (end of term 2)**
- **School Disco (early term 3)**
- **Athletics Day Carnival (early term 3)**
- **Art Show (end of term 3)**





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# Questions?

# Feedback?