

Year 1 – 6

INFORMATION NIGHT

2021

**Questions can be placed in
the chat-feature at any time.**



Our staff

| Team | Members |
|------------------------|---|
| Principal Team | Rhys and Andrew |
| Administration | Margaret, Anna, Tanya, Toni & Chandradeep |
| Specialist Team | Kate, Dina, Janine, Julie, Joy, Lisa & Sylvia |
| Education Support Team | Angelique, Kerryn, Kirsty, Mary, Navaara, Vikki, Yvonne & Zoe |
| Foundation | Jacqui, Ashleigh, & Ross |
| Year 1/2 | Celene, Cassie, Emma, Janneke, Julie, Louise & Tania |
| Year 3/4 | Jeanette, Hugh, Julie, Liz, Reannan & Rebekah |
| Year 5/6 | Brittany, Julia, Linda, Peter & Sam |
| Family Leave Team | Alex Bruinewoud and Ashleigh Bowman |



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?**

What's New?

- New wellbeing curriculum
- Nature Space Garden
- Purpose-built STEM room
- Voice of the Students (VOS) initiatives
- 50 years celebration and Alumni
- Plans for \$13 million design and build



Student Wellbeing

- Character Strengths
- Daily Mindful Breathing
- Our Curriculum (PEEC)
- Reflection Journal
- Embedded throughout our daily life



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



How you can support your child

- Access the Wellbeing Newsletter (3 times a term)
- Use the language at home
- Attend Parent Workshops held each term
- Use strategies taught at school
- Have conversation with your child's teacher about their wellbeing
- Look after and model your own wellbeing



Wellbeing Newsletter at THPS
Week 3 & 4, Term 2

Our Wellbeing focus for this fortnight is...

Character Strength:

LOVE

I can share MY LOVE WITH THE PEOPLE AROUND ME. I can be COMPASSIONATE TO OTHERS AND THEIR LIVES, BY MAKING THEM FEEL VALUED AND IMPORTANT.

Noticing the Body:



Student Voice

- **Environmental and Junior School Council (Student Voice)**
 - Voted by peers
 - Attend meetings
 - Collaborate on whole school events and activities
 - 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
 - Year 5/6 students have Foundation buddies
 - Weekly student run canteen
 - Voice of Students (VOS)

LITERACY



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

Reading

Independent Reading

- Classroom library
- Good fit/just right books
- Small group reading opportunities
- Topics of interest
- Reading stamina
- Reading for meaning/comprehension strategies
- Reading Response Journal



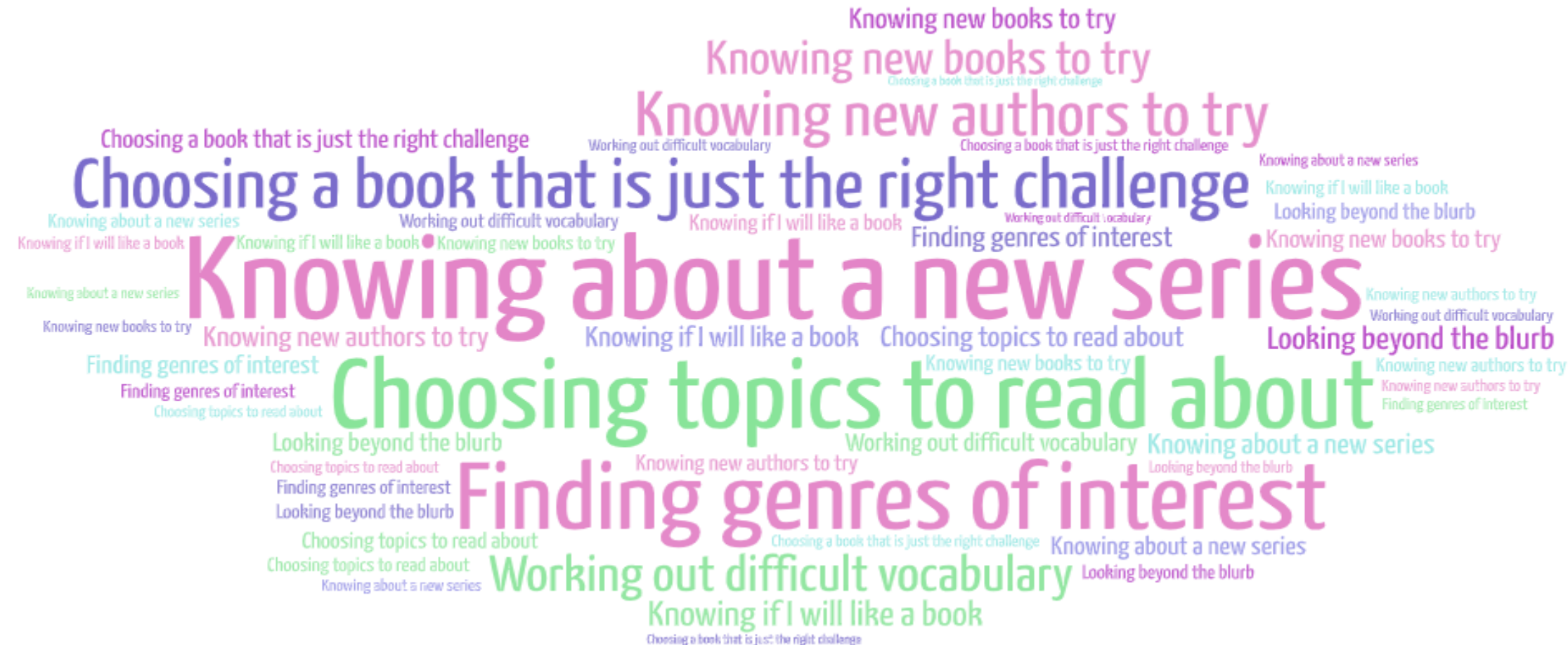
How you can support your child?

- 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



Student Data -

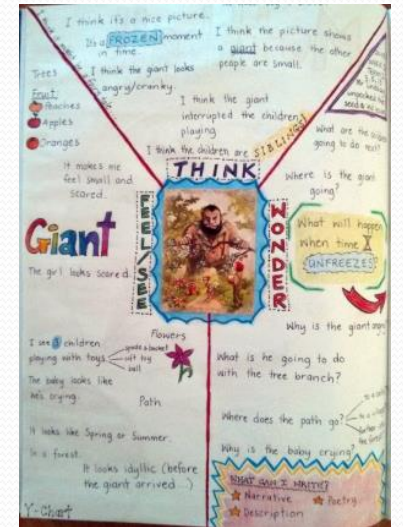
What is the most difficult thing about choosing a great book?



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
- Link between reading & writing



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.



Spelling

Our program (F – 4)

- Students' spelling stage is identified
- Targeted instruction at student's point of development
- Groupings are fluid
- Spelling Zone Lessons are on Monday and Friday
- Words are sorted in class each day
- Word sorts are included in Home Learning



Spelling

Spelling inquiry (5/6)

- **Using An Inquiry Approach**
- **Linked to our Writing Program**
- **Incorporating:**
 - a. **Skill Development, and**
 - b. **Word Knowledge**

I chose the word said because it's a common word. I chose my story on what bugs my teacher. I can use the word said less and use synonyms for the word said.

S A I D

| | | |
|-----------|-------------|-------------|
| Shouted ✓ | Bellowed ✓ | Snapped ✓ |
| Consoled | Comforted ✓ | Cautioned ✓ |
| Rebuked ✓ | reassured ✓ | admired ✓ |
| soothed ✓ | ragged ✓ | stammered ✓ |

How you can support your child

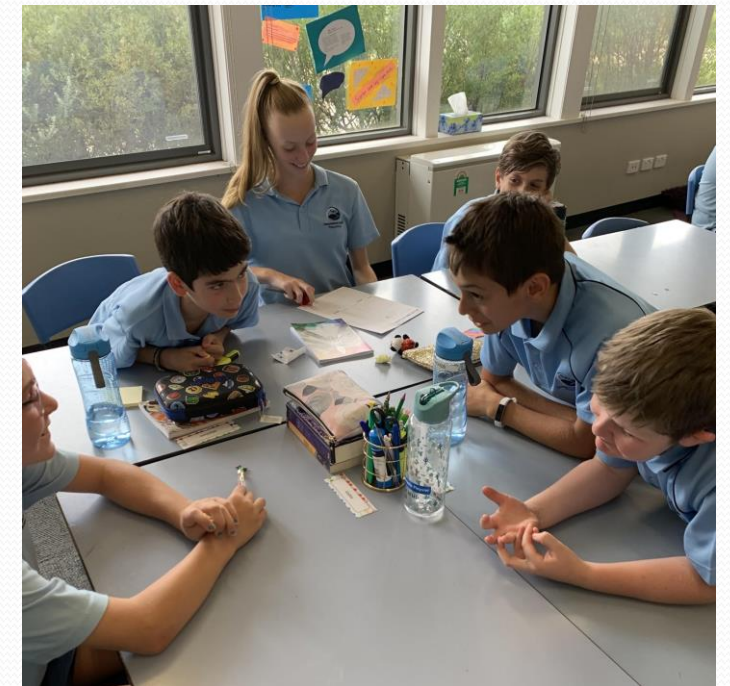
Support your child when they are word sorting at home by:

- *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
- Wellbeing & Circle Time
- School Leadership/Voice
- Manningham Public Speaking Competition



How you can support your child

- Provide opportunities for rich discussions
- Model yourself as a speaker and listener (ask clarifying questions, build on the thinking of others, summarise an idea)
- Ask your child to explain their thinking ('what makes you say that?', 'what makes you think that?')
- Discuss different perspectives

Mathematics

Learning – What and How

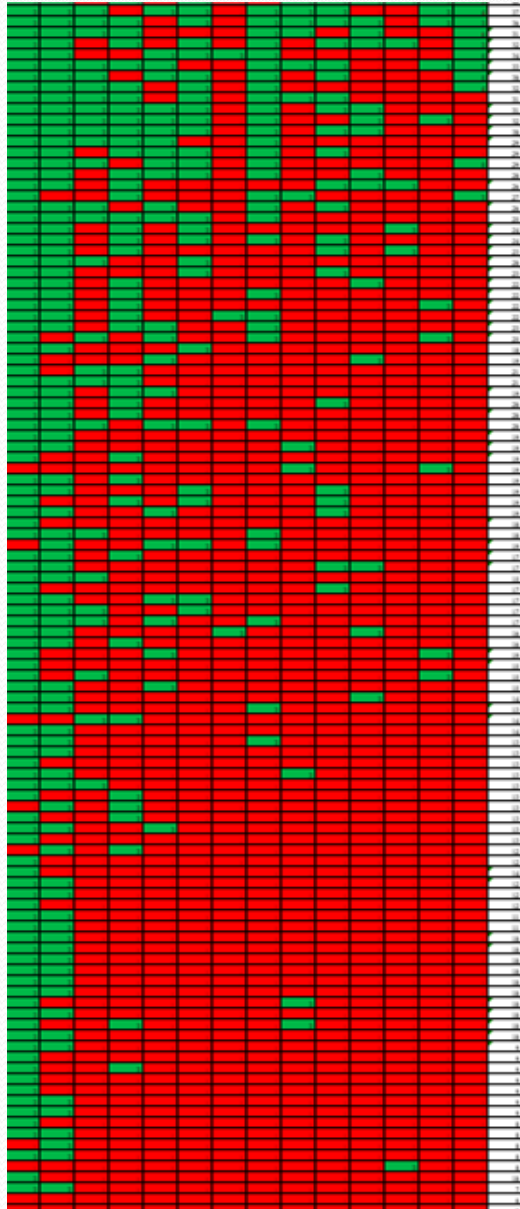
- The strands:
 - *Number and Algebra*
 - *Measurement and Geometry*
 - *Statistics and Probability*
- The proficiencies:
 - **Understanding**
 - **Fluency**
 - **Problem Solving**
 - **Reasoning**

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?

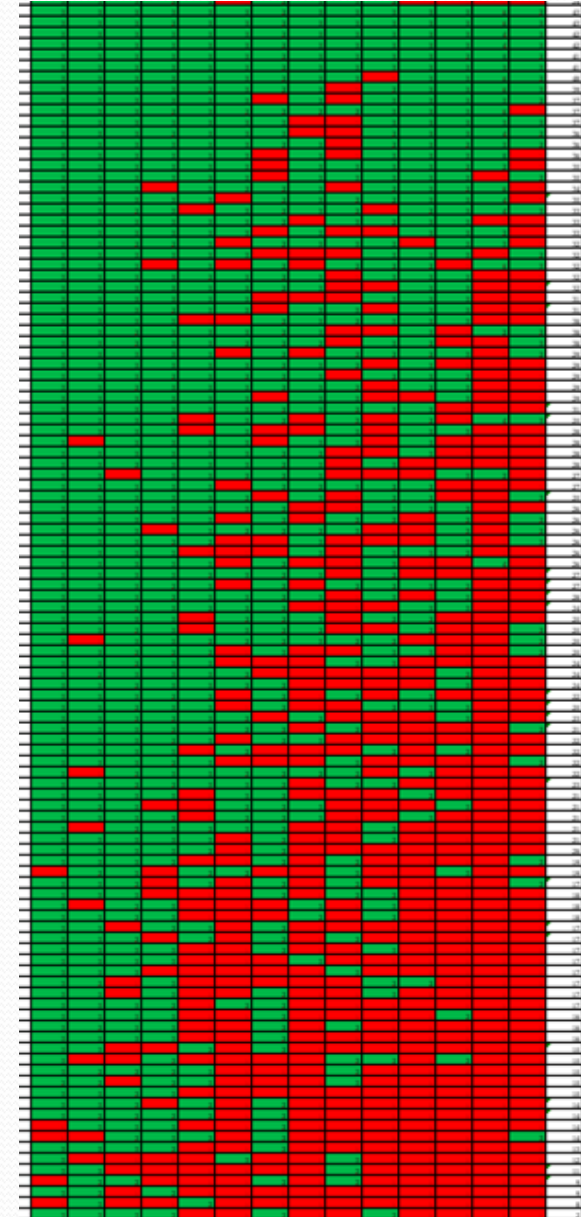


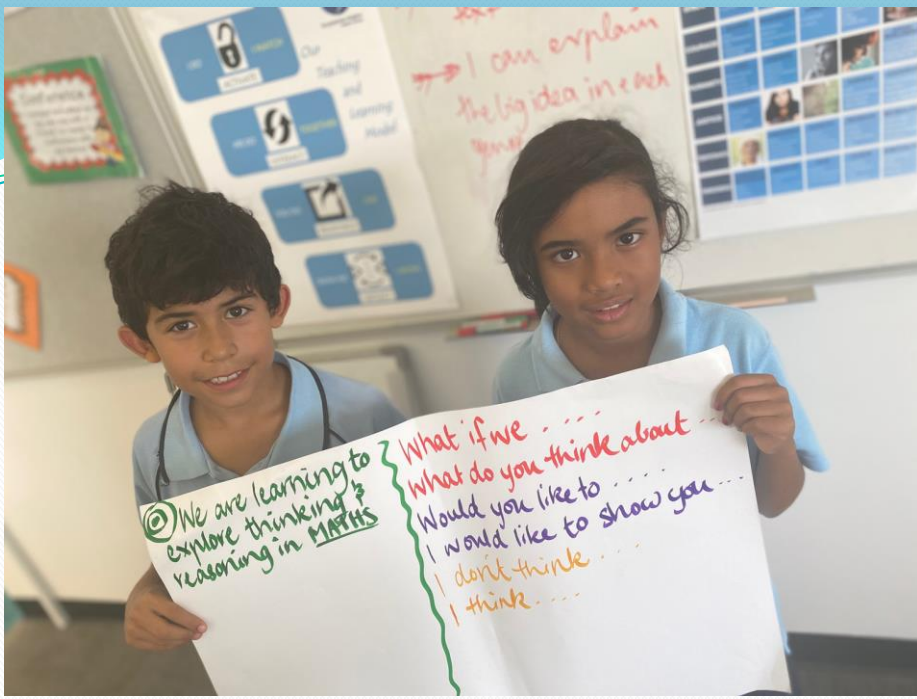
Using
data to
identify
the point
of need -
ZPD



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 (during maths zone)
- Encourage practice of skills through online programs (example: mathletics)
- Practise times tables

STEM

- Science, Technology, Engineering & Mathematics
- 21st Century global skills - creativity, teamwork, resilience, problem solving, knowledge application
- Students receive explicit teaching using:
 - iPads, laptops and desktop computers
 - Coding programs and robots such as Scratch and Lego Mindstorms
 - 3D printers
 - Virtual Reality Headsets



How you can support your child in STEM

- Provide your child opportunities to experiment, design, build, solve problems, test theories and code.

How you ask?

- **Physical world**

- Robots
- 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
- Inquiry Learning encourages students to investigate key understandings
- Whole school approach with same concept throughout (“Identity” is the overarching 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 identity.**
- **Ask your child what they are learning about?
What connections they can make?**
- **Have conversations about local, national and global events.**

Home Learning

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

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

Intervention and Support

- Dedicated teacher, Lisa Clark
Purpose: To enhance students literacy skills through targeted teaching in a small group situation.
 - EAL – support driven by need
- STA Program – run by Educational Support staff
- School Speech Pathologist, Karlein Kwong (DET)
- School Psychologists (internal & external)

Enrichment

- Dedicated teacher, Janine Reid
- Monday, Wednesday, & Friday.
- Office located in 3/4J.

- 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:
 - 3/4 & 5/6 Maths Zones.
 - 5/6 Maths Olympiad and 3/4 Maths Games Problem Solving Competitions.
 - Student and Teacher support.
 - 5/6 Inquiry Spelling program

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

2020 Camping Program

- Foundation - 2 : Dinner/Games Night
- Year 3/4 : Wombat Corner (CYC)
- Year 5/6 : Philip Island (CYC)

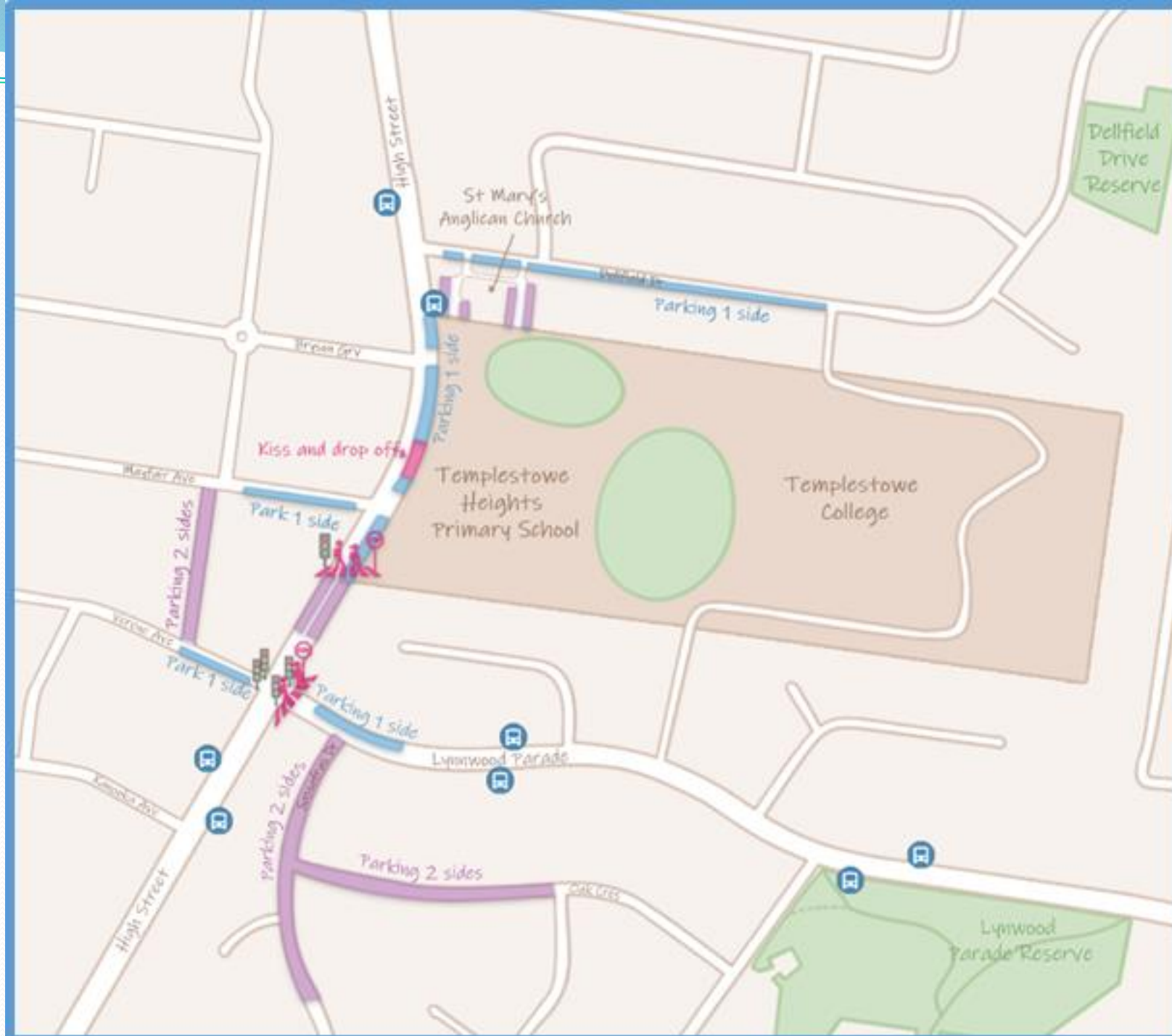
INCURSIONS / EXCURSIONS

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

EXTRA-CURRICULAR

| | | | |
|-----------------------|------------------------------|----------------------------|--------------------------|
| Lego | Robotics | Remote Control Car | Chess |
| Instrumental | Calmer Classrooms | Tournament of Minds | Choir & dance |
| 3D print-a-car | Religious Instruction | Basketball | Gardening |
| Yoga | Art | Drama | Robo-cup |

Parking





SPECIALIST PROGRAMS

PERFORMING ARTS

What is Performing Arts?

- **Drama**
- **Dance**
- **Music**
- **Media arts**
- **Whole school production**

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

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
- Dance – alternate years
- Minor & Major Games

Extra activities

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

Why we do it?

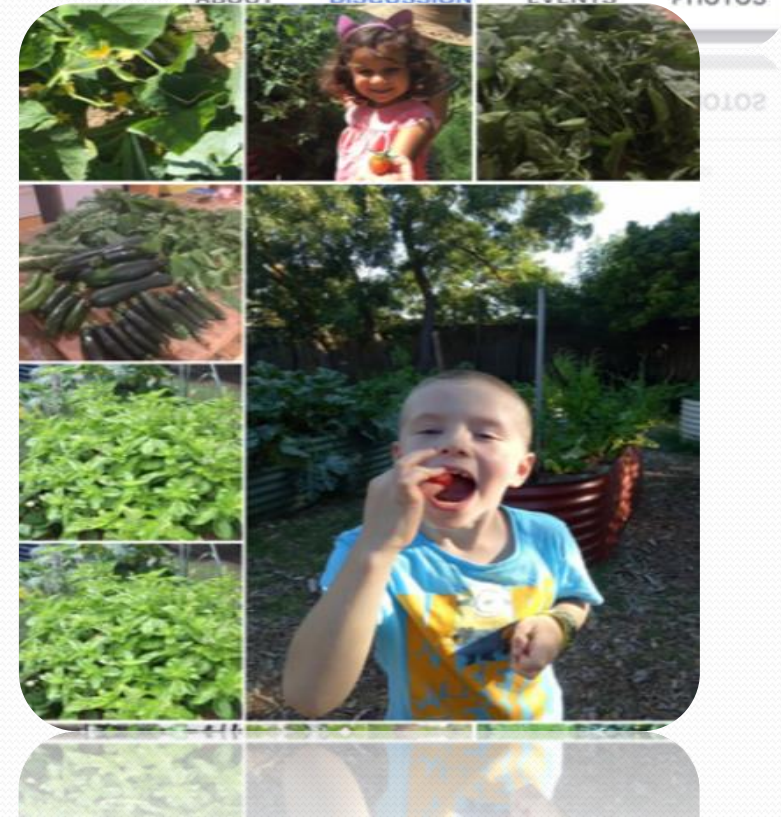
- To encourage and promote a healthy lifestyle
- To introduce children to a range of sports
- Develop perseverance and good sportsmanship
- Engage children and develop a passion for sport

COMMUNICATION

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

Ways to be involved in THPS

- Parents & Friends Association
- Class Rep
- School Council
- Chickens/gardens
- Working Bees
- Coaching sports teams - Basketball teams
- Parent wellbeing workshops
- School Production
- Parent/Carer Discussions
- Excursions and incursions (WWCC)



Events to keep in Mind...

- **School welcome picnic (term 1)**
- **School Disco (early term 3)**
- **Athletics Day Carnival (early term 3)**
- **Science Day (term 3)**
- **School Production (end of term 3)**
- **Writer's Festival (term 4)**
- **50 years anniversary (term 4)**



Templestowe Heights
PRIMARY SCHOOL



Questions?

Feedback?