Year 1 – 6
INFORMATION NIGHT
2022

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

Our staff

Team	Members
Principal Team	**Rhys** & **Andrew**
Administration	**Margaret**, Anna, Tanya, Toni & Ben
Specialist Team	**Sylvia**, Clare, Dina, Jaime, Janine & Joy
Education Support	Angelique, Kerryn, Kirsty, Navaara, Vikki, Yvonne & Zoe
Foundation	**Jacqui**, Jenna, Karin & Ross
Year 1/2	**Samantha**, Cassie, Emma, Janneke, Julie, Lisa, Reannan & Tania
Year 3/4	**Jeanette**, Christina, Hugh, Julie, Liz & Martin
Year 5/6	**Kate**, Julianna, Linda, Rebekah & Sharni

Admin Team

Education Support Team

Intervention & Enrichment Team

Foundation Team

Year 1/2 Team

Year 3/4 Team

Year 5/6 Team

Specialist Team

ITALIAN
Dina Velona

PE
Jaime Buccilli

PERFORMING ARTS
Sylvia Petrovska

ART
Clare Harding

ART
Joy Birrell

Staff quiz - Type your answers into the chat

1. How many of our staff play or have played sport at a professional level?
2. What is our resident dog's name?
3. When we talk about ES Staff - what does the ES stand for?
4. Who are the two staff members who are involved in intervention and enrichment?
5. Name 2 of our new 2022 staff members.
6. List the specialist programs that we offer at THPS.

Learning Intentions

To inform our parents and carers 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-curricular opportunities
- Identify what makes Templestowe Heights Primary different

Our Purpose

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

<u>To make a difference</u>.

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?

- Adapted teaching & learning model
- New phonemic awareness and phonics curriculum
- New emerging wellbeing curriculum (RRRR)
- $13 million capital works build
- Limited space!

Tutor Initiative - How does it look at THPS?

- small groups in reading and maths
- fluid and continuously monitored and reviewed within year level teams
- Trained teachers, familiar with our school
- Push-in or Pull out approach

Tutor Initiative - What it is not

- not a “program” where the same students will be working each week with a tutor
- not silos - year level teams plan with tutors and teacher/tutors will flip roles when appropriate
- not about to receive a letter or form to fill - point of need

What is LITERACY?

When students:

- listen to
- read
- view
- speak
- write
- create

Reading

Developing strong readers

- Phonological awareness - syllables, sounds, rhyming
- Phonics and decoding skills
- Building vocabulary
- Increasing fluency (how accurately and smoothly we read aloud)
- Building background knowledge
- Understanding different text types and genres

How you can support your child

- Read with your child as often as possible.
- Explain the meaning of new words to develop their vocabulary.
- Take turns reading aloud with them - hearing you read helps your child to improve their fluency.
- Talk to your child about the world to build their background knowledge and vocabulary

Student Data -

What can your family do to help you extend your reading?

Reading check in -
to demonstrate some of our thinking

1. Read the following text - you have 40 seconds

   Books expose children to more facts and to broader vocabulary than virtually any other activity and data indicates that people who read for pleasure enjoy cognitive benefits throughout their lifetime. Knowledge pays off when it is conceptual and when facts are related to each other.

   Daniel T Willingham
   (A Cognitive Scientist answers questions about how the mind works and what it means for the classroom)

Reading check in -
How well did you read?

1. When does knowledge pay off the most in reading?

When it is conceptual and when facts are related to each other.

2. What do books expose children to better than any other medium?

Facts and broader vocabulary

3. What is Daniel T Willingham's job description and reason for this quote?

Cognitive scientist answering questions about how the mind works and what it means for the classroom

Writing

Scaffolding students as writers - predictor of success

The **sentence** is the building block

- Handwriting fluency
- Sentence structures
- Punctuation and grammar
- Link between Writing and ***ALL other curriculum areas***
- Writing for a purpose
- Exposure to various text types/genres, structures and language features

How you can support your child

- Encourage your child to write for a purpose, for example shopping lists, birthday cards, schedules, keeping a journal
- Model yourself as a writer
- Talk about vocabulary and what words mean
- Reinforce what makes writing readable

Orthographic Knowledge - we used to call it 'spelling'

- Links between letters and sounds
- Spelling rules and patterns
- Vocabulary instruction and prior knowledge about the way words work in context
- Technical vocabulary
- Etymology - the history of words

Sum up with a sentence quiz -
Select the correct and accurate sentence:

A. The shade sail.

B. The shade sail fell, but the children were fine.

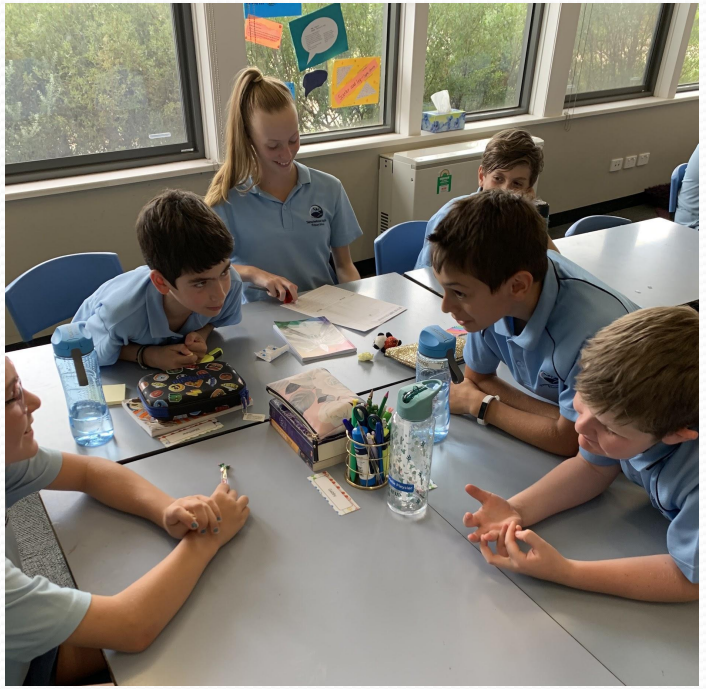
C. It was stormy, the shade sail fell.

D. The children were fine Andrew was injured.

E. It got noisier, the diggers worked.

Speaking & Listening

- Immersed throughout the school day
- Setting up conditions to promote discussion and dialogue
- Units of Inquiry
- Wellbeing & Circle Time
- School Leadership/Voice



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, share opinions)
- 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**

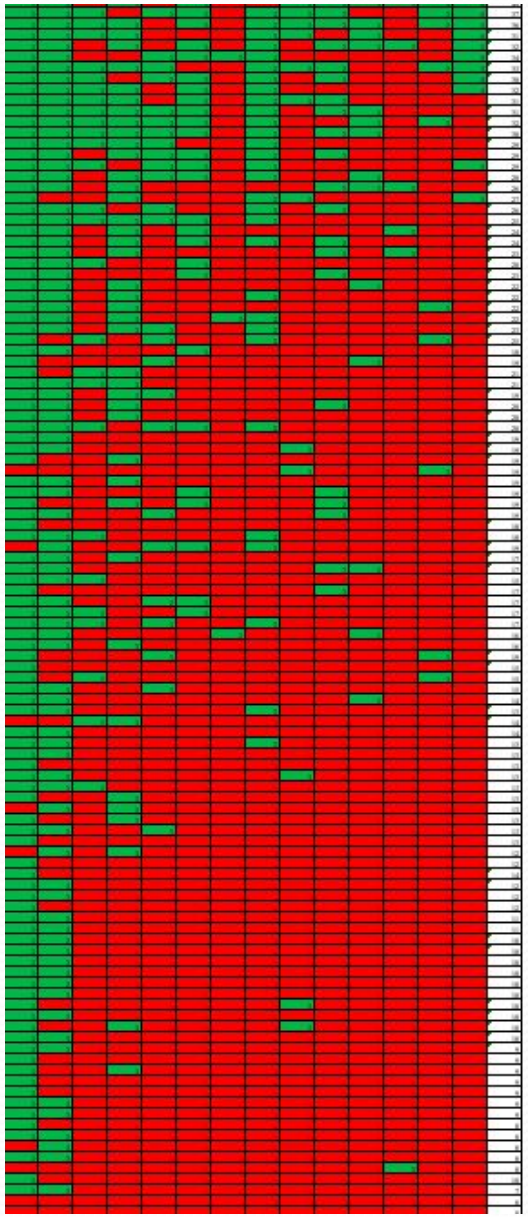
Mathematics

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**
- Focus on **essential skills** releases students to **apply** knowledge to more **complex** problems

Pre –Test-

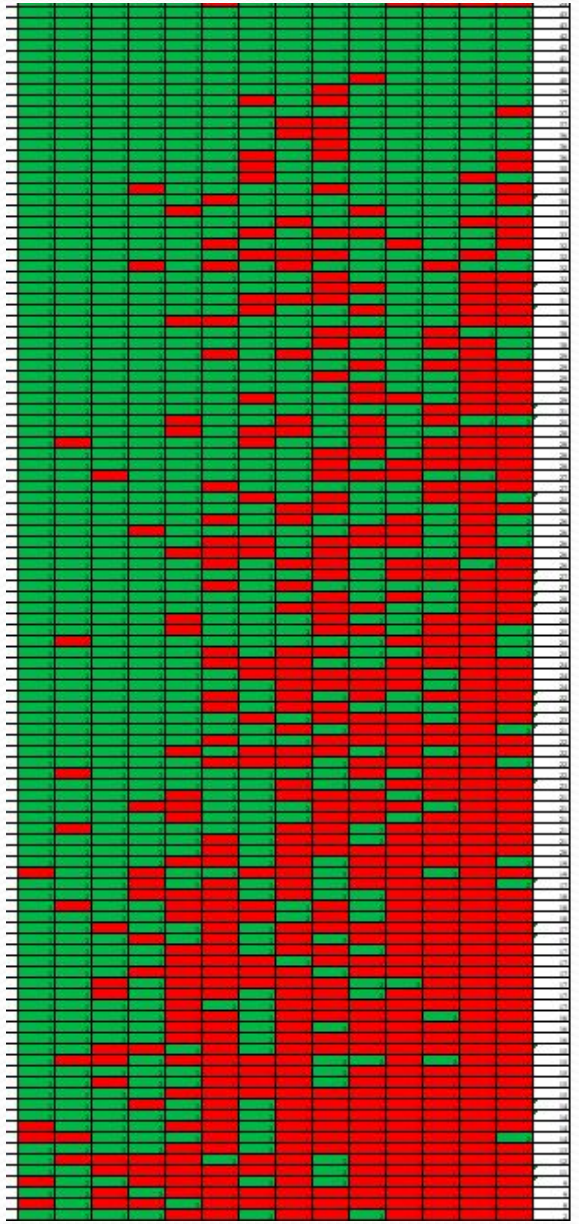
What are the students already able to do independently?



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 (for example: cooking, telling time & using words such as ‘double’, ‘fraction’)
- Be involved in Home Learning as it reflects your child’s Maths Zone learning at school
- Encourage practice of skills, for example - times tables, knowledge of 10s

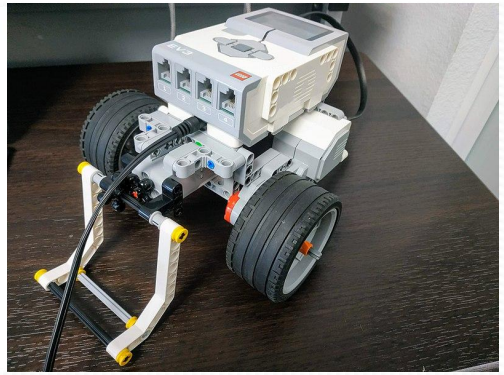
Maths check in -
How good is your memory?

1. What is 9 x 8?
2. Name a reason for why THPS implements Maths Zones.
3. If farmer Joe has 12 chickens and 20 cows and wants to know how many legs all together, what times table knowledge would he need to work this out?
4. Fill in the blanks: When the focus is on e_____ s_____ it releases students to apply their knowledge to more c_____ problems.
5. What is ⅓ of ⅛?

   Type the answer into the chat and a quick explanation of how you worked it out.

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, Dash robots and Lego Mindstorms
  - 3D printers



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 Tinkercad
  - Games such as Fantastic Contraption (physics) http://fantasticcontraption.com/original/ (Requires Flash player)

Units of Inquiry

- Concept based learning using critical thinking and problem solving skills
- Inquiry Learning encourages students to investigate key understandings and builds curiosity
- Whole school approach with the same concept throughout each year level
- Incorporates Civics & Citizenship, Science, Geography, History and Economics

How you can support your child with our units of Inquiry

- Take an interest in the concept your child is learning about.

- Ask your child what they are learning about? What connections they can make?

- Have conversations about local, national and global events.

Wellbeing

- Character Strengths
- Rights, Resilience and Respectful Relationships
- Mindfulness
- Embedded reflection
- Interwoven throughout our daily life

be you | Beyond Blue

VIA INSTITUTE ON CHARACTER

How you can support your child

- Use the language and strategies of wellbeing taught at school

- Have conversations with your child's teacher about their wellbeing

- Look after and model your own wellbeing

Student Voice

- **Environmental and Junior School Council (Student Voice)**
  - Voted by peers
  - Attend meetings
  - Collaborate on whole school events and activities
  - Fundraising events for various charities
  - Maintaining community garden and chicken coop
  - Newly appointed each semester

- **Year 5/6 leadership**
  - School, House, Art, Performing Arts, STEM and Environmental Captains
  - Organise and run school assemblies
  - Year 5/6 students have Foundation buddies

SPECIALIST PROGRAMS

PERFORMING ARTS

What is Performing Arts?

- **Drama**
- **Dance**
- **Music**
- **Media arts**
- **Instrumental Music Program**
  - **Musicorp**

(https://www.musicorp.com.au/tuition/)

  - **Piano Lessons** (Teacher:Vivian)

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, colours
- Language games
- Singing
- Culture, traditions

Why do we do it?

- To develop a child's communication skills
- To build self-confidence and improve memory
- To develop cultural awareness and understanding
- To inspire an interest in languages for future endeavours

ART

What we cover:

- 2D – drawing and collage
- 3D – modelling, construction and textiles
- Art appreciation – awareness of famous artists and art styles: Romero Britto, Modigliani, Pete Cromer, Yayoi Kusama, Salvador Dali and Edvard Munch.

Why do we do it?

- To engage children's creativity
- Develop fine motor skills
- Promote leisure activities
- Children are proud of the work they create and are able to displays for others

PHYSICAL EDUCATION

What we cover?

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

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

PHYSICAL EDUCATION

Extra activities

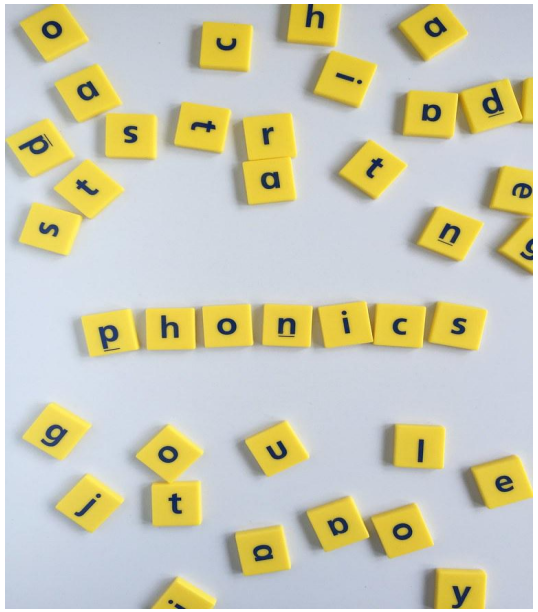
- Swimming & Athletics Carnivals
- Cross Country
- Inter-school sport - Grade 5/6
- Round robins - Tennis, Tee Ball, Netball, Volleyball & Basketball
- Primary School Basketball Program
- Sporting Schools Programs
- Whole School Swimming Program

Literacy Intervention

- Dedicated teacher, Lisa Clark

Purpose: *To enhance students literacy skills through targeted teaching in a small group situation, with a strong focus on:*

- *Phonemic Awareness-phonemes and sounds*
- *Phonics-graphemes and their sounds*
- *Language Awareness*



- School Speech Pathologist (DET)
- School Psychologists (DET)

Enrichment

- Dedicated teacher, Janine Reid

- 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.
  - Victorian High Ability Program (VHAP)
  - Victorian Challenge & Enrichment Series

CAMPS & EXCURSIONS/INCURSIONS

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
- Engages with units of inquiry
- We love and encourage parent support

2022 Camping Program

- Foundation - 2 : Dinner/Games Night November
- Year 3/4 : Wombat Bend (CYC) August
- Year 5/6 : Phillip Island (CYC) May

Home Learning - commencing Term 1

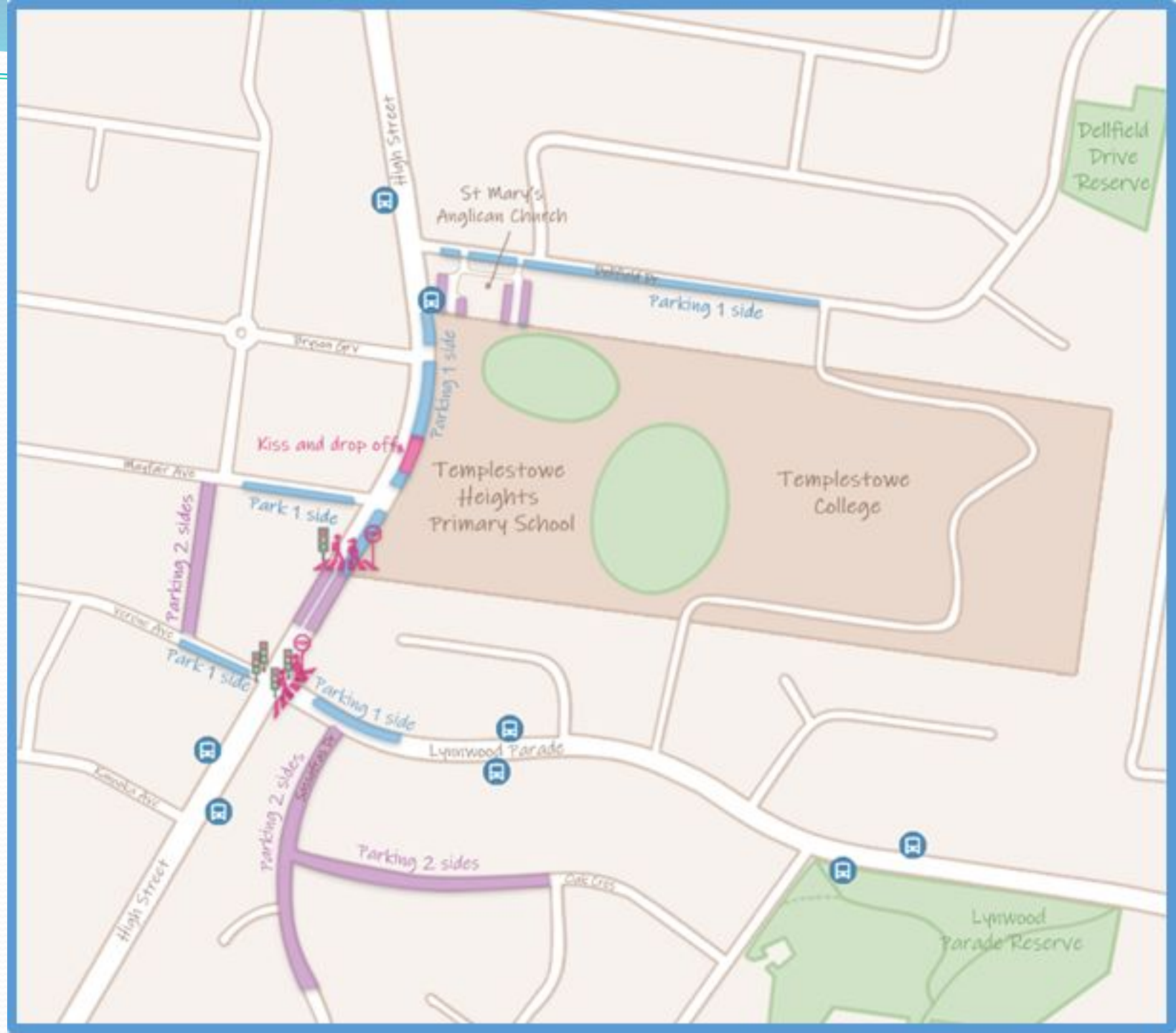
- Partnership between school, parent and child
- Promotes responsibility, organisation and study habits
- Consolidates what is learnt at school
- Monday to Friday
- Time spent on Home Learning

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

EXTRA-CURRICULAR/CLUBS

Robotics	Remote Control Car	Chess
Instrumental	Tournament of Minds	Performing Arts
	Basketball	Gardening
Robo-cup		3D print-a-car

Parking


High Street
St Mary's Anglican Church
Dellfield Drive Reserve
Parking 1 side
Templestowe Heights Primary School
Templestowe College
Kiss and drop off
Park 1 side
Parking 2 sides
Lynwood Parade
Lynwood Parade Reserve

COMMUNICATION

- Class Reps (with Contacts List)
- COMPASS App
- Newsletter via COMPASS
- THPS School Portal
- School Reports
- Parent/Carer Discussions
- Individual Learning Goals
- Accessing your child's teacher
- 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
- Parent/Carer Discussions
- Excursions and incursions (WWCC & fully vaccinated)

Events to keep in Mind...

- Swimming carnival (Term 1)
- Education Week (Term 2)
- School Ball * (Term 2)
- School Disco (early Term 3)
- Athletics Day Carnival (early Term 3)
- Science Day (Term 3)
- Writer's Festival (Term 4)

Templestowe Heights
PRIMARY SCHOOL

Questions?

Feedback?