

Welcome to the Stage 1 Parent Information Session

Tuesday 27th February 2024



Welcome to Earlwood PS

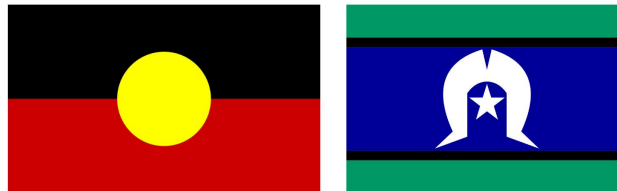
Acknowledgement of country

Earlwood Public School would like to acknowledge the traditional custodians of this land, the Wangal, Bedigal and Kameygal people of the Eora Nation.

We pay our respects to the courage of the Elders past, present and emerging.

With loyalty we recognise and respect their cultural heritage, beliefs and relationship with the land, which continue to be important today.

With courtesy we must remember that this is, was and always will be Aboriginal land.



Our Stage 1 teachers are:

1C - Ms Hale

1H - Mrs Saad and Mrs Hamad

1V - Mrs Vasili

1/2A - Ms Afzal

2MP - Mrs Pandelis and Mrs Mcarthur

2S - Mrs Stevens

2W - Miss Williams

2/3M - Miss Mutton

Stage 1 Assistant Principal - Mrs Molloy (Mon-Wed)

- Miss Williams (Thurs-Fri relieving)

Deputy Principal - Ms Dillon (relieving)

Principal - Ms Davis (relieving)

Curriculum

Key Learning Area

Mathematics

Focus/Topics

Collections of 10 are really useful

Patterns have something that repeats over and over and over again

What needs to be measured determines the unit of measurement

Smaller numbers can be found hiding in bigger numbers

New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes

English

- Oral language and communication
- Vocabulary
- Phonological awareness
- Print conventions
- Phonic knowledge
- Reading fluency
- Reading comprehension
- Creating written texts
- Spelling
- Handwriting
- Understanding and responding to literature

K-2 NSW English Syllabus

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

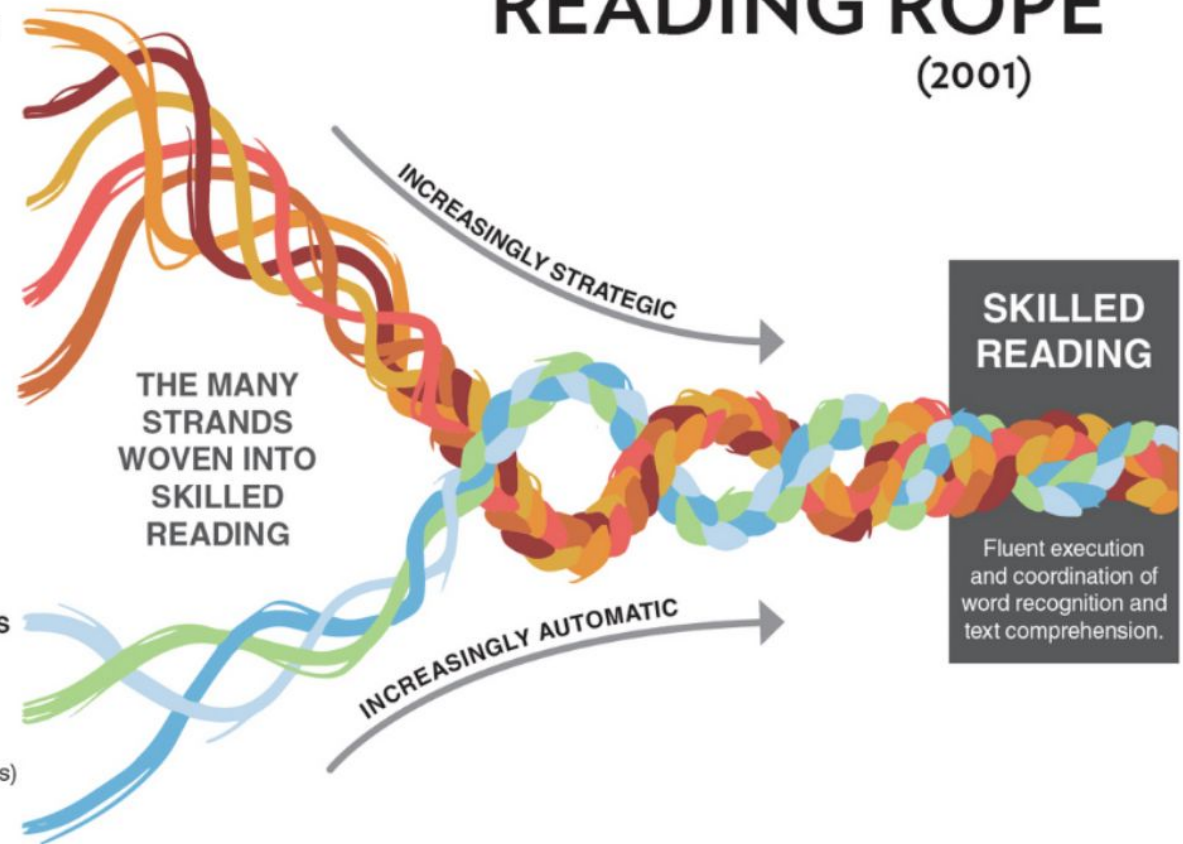
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SCARBOROUGH'S READING ROPE (2001)



THE MANY
STRANDS
WOVEN INTO
SKILLED
READING

**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.



K-2 NSW Mathematics Syllabus

Maths is a subject of beautiful connections, it is not a long list of disconnected topics.

Boaler (2017)

Key Learning Area

Focus/Topics

History

Key Inquiry Questions:

- *How has family life changed or remained the same over time?*
- *How can we show that the present is different from or similar to the past?*
- *How do we describe the sequence of time?*

Science and Technology

Key Inquiry Question:

- *What are the external features of living things?*
- *How can we improve a local environment to encourage living things to thrive?*

Creative and Performing Arts

PD/H/PE

Key inquiry questions:

- *How does my uniqueness shape who I am?*
- *How do we grow and change over time?*
- *How can we be inclusive and respectful*

Key inquiry question:

- *What are the different ways we*

Past and Present Family Life

This topic provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time and are introduced to the use of historical sources.

Reminder: Don't forget the family photos for History

Living World

Stage 1 of the Living World strand focuses on the features of living things, their environment and how they change and reproduce. Students investigate how plants and animals are used to satisfy our needs for food and fibre. Stage 1 of this strand develops students' understanding of how living things and their environment play a central role in the support for and survival of humans.

Art Making and Art Appreciation

Health, Wellbeing and Relationships

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.

Movement Skill and Performance

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance.

RFF programs

Teachers receive two hours release from face-to-face (RFF) teaching each week.

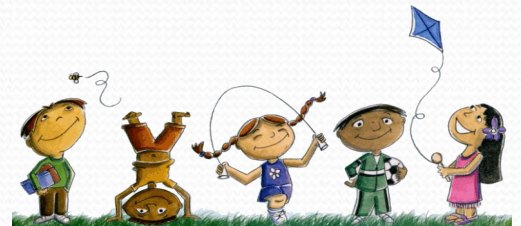
- In Year 1, RFF teachers teach our Community Language other than English (CLOTE) Greek language program
- In Year 2, one hour of RFF is computers with Mrs Thomas

During this time classroom teachers:

- complete professional learning
- plan collaboratively
- assess and evaluate student progress

Students also participate in:

- library lessons, assembly, scripture and sport.



Greek Program

The Community Language other than English (CLOTE) is an optional Greek language program in Years 2-6.

- Greek teachers are Mrs Moutevelis, Mrs Themistocleous
- In Year One, students attend 2 hours of Greek
- In Year Two, Greek is optional. It is available to all Year Two students with parent consent
- Students not attending the CLOTE program will be revising literacy and numeracy skills and working on their individual learning goals
- No new content or concepts will be taught in the classroom during the CLOTE program



EAL/D program

EAL/D teachers collaborate with classroom teachers to assess, plan and teach writing skills across the curriculum. Through the EAL/D program, students receive an individualised program to strengthen their academic writing in all their subject areas. Parents are very welcome to contact the EAL/D team for further information.

Our EAL/D teachers on Stage 1 are Mrs Michas and Mrs Molloy.

Learning and Support (LaST)

Our Learning and Support Teachers (LaST) work across the school to provide explicit instruction to students in addition to the support already provided within the classroom.

Our Learning Support Team (LST) identify students who will work with our LaST teachers in areas including reading, writing, phonics and fluency.

Our LaST teachers on Stage 1 are Mrs Michas and Mrs Walsh.

Behaviour Expectations

Be Safe, Be Respectful and Be a Learner

- We have whole school rules: There is a strong commitment by staff and students to make our school a happy and safe place to be.
- We aim to consistently keep our communication open regarding your child's effort and behaviour within the classroom.

Try some Problem Solving Strategies

The High Five!

- The High 5 strategy is an effective strategy to develop problem-solving skills
- It can be used in the classroom or in the playground.
- Do the High 5 -
 - Ignore
 - Talk Friendly
 - Walk Away
 - Talk Firmly
 - Report



In Class Behaviour

Positive behaviours are reinforced through class-based reward systems.

This may be in the form of Class Dojo points or tally points.

When a student achieves points in class they are awarded an OPAL award.

When a student has received all their OPAL awards they are awarded with a hat patch.



Positive Behaviour Token

This week's focus is:
Safe, Respectful Learners



1.

Teachers will observe students for the focus behaviour and then hand out tokens and sign, date and include the students name and class.



2.

Students will hand the token to their class teacher.



3.

Class teachers will place all blue tokens into the raffle box prior to assembly starting each week.

4.

Teachers will draw a raffle from the box and students receive a prize.




Homework

- Homework will commence in Week 6 this term
- Year One homework will be paper based for the whole year
- Year Two homework will be paper based in Semester 1
- We will move online to Google Classroom in Semester 2 to prepare students for the demands of moving into Year 3
- Whilst homework is not compulsory, students are encouraged to read every night, practise their spelling and complete their assigned mathematics tasks.

Homework

- Homework this term will consist of a homework grid.



Year 1 – Week 5

Directions: In the grid below, the top grey boxes are "must do" activities. Students can then choose 3 more activities from the grid to complete. Work can be completed in the homework workbook. *Please sign the squares which your child completes @*

Reading	Spelling/Phonics	Maths
Read every night.	Complete the Word Work sheet.	Complete the maths problems on this page.
Mathletics	Writing	Get Active
Complete the allocated Mathletics activities	Use adjectives to describe your favourite animal.	Go for a walk with your family.
Science	Shapes	Social
Explain the five senses to your mum or dad.	Draw and label four 2D shapes in your workbook.	Write three kind things about a family member or friend.

Maths Problems:

First, add the two numbers that make ten.

$7 + 3 + 4 = \boxed{14}$

$3 + 4 + 7 = \boxed{14}$

Then, add the 3rd number.

$2 + 6 + 8 = \underline{\quad}$	$1 + 1 + 9 = \underline{\quad}$
$6 + 6 + 4 = \underline{\quad}$	$3 + 6 + 4 = \underline{\quad}$
$5 + 5 + 7 = \underline{\quad}$	$9 + 1 + 5 = \underline{\quad}$
$3 + 5 + 7 = \underline{\quad}$	$8 + 6 + 2 = \underline{\quad}$
$9 + 9 + 1 = \underline{\quad}$	$5 + 5 + 5 = \underline{\quad}$

Word Work

I am learning to spell words with the r, rr, wr and rh graphemes.

sound mark (dot, dive, dash)	map the word (highlight one ear for each sound)	graph the word (write the sounds)	highlight the /r/ phoneme	number of letters	number of phonemes	show the syllables	
red •••		r e d	red	3	3	red	1
lorry ••-•		l o rr y	lorry	5	4	lo rry	2
wrap -••		wr a p	wrap	4	3	wrap	1
run			run				
hurry			hurry				
wrist			wrist				
rhino			rhino				
risky			risky				
carrying			carrying				
wriggle			wriggle				
rhombus			rhombus				

Now that we know our words, let's use them!

1. Write 3 of your words in sentences in your homework book.
2. Look 3 of your words up in the dictionary and write their meanings in your homework book.

Word Work

I am learning to spell words with split digraphs.

sound mark (dot, dive, dash)	map the word (highlight one ear for each sound)	highlight the split digraph	number of letters	number of phonemes	how many syllables?
lake ◌.◌◌	◌◌◌◌◌◌◌◌◌◌	lake	4	3	1
rope ◌.◌◌	◌◌◌◌◌◌◌◌◌◌	rope	4	3	1
stripe ◌◌◌◌◌◌◌◌◌◌	◌◌◌◌◌◌◌◌◌◌	stripe	6	5	1
cave	◌◌◌◌◌◌◌◌◌◌	cave			
hide	◌◌◌◌◌◌◌◌◌◌	hide			
poke	◌◌◌◌◌◌◌◌◌◌	poke			
tune	◌◌◌◌◌◌◌◌◌◌	tune			
plate	◌◌◌◌◌◌◌◌◌◌	plate			
smile	◌◌◌◌◌◌◌◌◌◌	smile			
stone	◌◌◌◌◌◌◌◌◌◌	stone			
flute	◌◌◌◌◌◌◌◌◌◌	flute			

Now that we know our words, let's use them!

- Write 3 of your words in sentences in your homework book.

Home Reading

- Two books per week will be taken home
- Re-reading of these books is critical as it promotes fluency, good eye tracking, confidence and expression
- Log book kept by classroom teacher and a home reading chart will go home with the books to be filled in by parents each week
- Each student to have a home reading folder provided by the school (which is billed to student accounts)

Tips for reading at home

- Read aloud to your child and talk about books together
- Set aside some uninterrupted time to read with your child.
- Listen to your child read **every day**, even if only for a short time.
- Discuss the meaning of stories/words – ask lots of questions!
- Join your local library and borrow books regularly.
- Encourage your child to ‘stretch out’ unfamiliar words and simply ‘have a go’!
- Make reading fun and enjoyable!! 😊



Report Grading System

- Reports will be sent home in Term 2 and Term 4.
- They will be different to your child's Kindergarten report.
- Level of effort still remains the same (seen below).
- Difference in level/type of grades (seen on next slide).

Assessment of Effort

Effort	Grade	Effort Description
Low	L	The student needs support to remain focused on tasks and to develop and maintain interest.
Satisfactory	S	The student generally maintains focus and satisfactorily completes tasks with an age appropriate level of independence.
High	H	The student usually maintains a strong focus on tasks, is self-motivated and work is frequently completed to the best of their ability.
Outstanding	O	The student consistently maintains a strong focus on tasks, is self-motivated, may take on additional challenges and completes work to the best of their ability.

Assessment of Achievement

Achievement	Grade	Achievement Description
Limited Achievement	L	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. The student would be following an Individual Learning Plan.
Basic Achievement	B	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Sound Achievement	S	The student has achieved a sound knowledge and understanding of the main areas of content and has achieved an appropriate level of competence in processes and skills.
High Achievement	H	The student has a thorough knowledge and understanding of the content and a high level of competence in processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Outstanding Achievement	O	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

Teachers use a variety of assessment tools. These include, but are not limited to, formal and/or standardised tests, observation, anecdotal records, rubrics and discussion with colleagues.

All of these pieces of information are considered when allocating rankings.

Assemblies

- K-2 Assemblies are on Fridays at 12:30pm (even weeks)
- Morning assemblies:
 - Messages will be on Mondays and Wednesdays.
 - Tuesdays, Thursdays and Fridays are “drop and run” days. Please drop your students off at lines and move off quickly so we can maximise learning time in the mornings. We really appreciate your support with this.

Contacting School

- For academic/classroom issues, **your child's classroom teacher is your first contact.**
- If the issue can not be resolved, then the next contact is Mrs Molloy or Miss Williams (Stage 1 Supervisors).
- Deputy Principal (Ms Dillon) for playground issues.
- At no time should a parent approach another child other than their own child to address school issues.
- Please make an appointment to speak with a teacher by telephoning or emailing the school. Discussion at morning lines is not encouraged.

Notes

- Permission notes will be given to your child. Additional notes are kept at the office.
- Please provide a note for absences within 7 days.
- Late arrivals and early departures need to be processed at the office.

Payments

There are **two** means of paying your invoice:

- **Cash** may be placed in an envelope and handed directly **to the class teacher in the morning**. Please ensure that the enclosing envelope has all the relevant details, namely your child's name and class, the amount and reason for the payment (e.g., Joe Smith 4Z – Zoo Excursion: \$54.50).
- **EFTPOS** payments at the office by 10am.
- **School Bytes** - register for a parent portal account:

<https://portal.schoolbytes.education/auth/login>

You can process payments for multiple children in one transaction.



**School
Bytes**

ESPA

(Earlwood School Parents Association)

Earlwood Public School has a parent body P&C association called ESPA that has been formed for the benefit of the students and school community.

Canteen

Our school canteen offers tasty and nutritious meals that are freshly cooked onsite.

Please download the Flexischools app to place your child's order online. Stage 1 students are able to order their snacks through this app as well.



 *flexischools*

Birthdays

Birthdays are an important milestone that we enjoy sharing with your child.

However, due to a significant number of students who have severe food allergies, cakes and other food items can not be distributed at school.

We appreciate your support and vigilance with this matter.



Mobile Phone Use

- Students are only to bring a mobile phone to school where it is **deemed necessary by parent/carers.**
- Mobile phones are to be switched off when students enter the school and must only be switched on when students leave the school. **Phone are not to be turned on when students are in the playground.**
- Mobile phones are to be registered at the school office as soon as students arrive at school and signed in out at the end of the school day.
- Smart watches (Apple, SpaceTalk etc.) also need to be signed in at the office.

Toys

We highly recommend students leave their special toys at home so they do not get misplaced or broken at school.

There is an equipment trolley which has sports equipment for the students to play with during lunch time.

School Attendance



**Days
missed =
years lost**

If your child misses as
little as

1

day per week

they will miss

8

weeks of school
per year

which adds up to over

2.5

years missed over
their school life

Parent-Teacher Interviews

- First parent-teacher interview will take place towards the end of this term



- If you have any concerns regarding your child please do not hesitate to contact the office to make an appointment for a meeting.
- We look forward to having a very enjoyable and successful year together.

