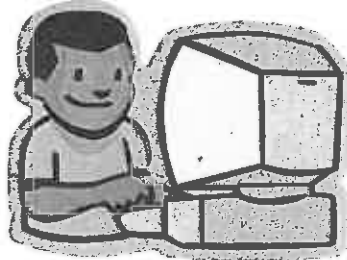




# Highvale



# Primary School



## Year 1/2

# Information Night

## GUIDED INQUIRY:

At HPS the Guided Inquiry perspective is reflected in all aspects of our teaching.

Guided Inquiry is a perspective on learning rather than a formula for teaching. This approach informs and clarifies all of our teaching and reflects our beliefs about student learning. It is not prescriptive, however it acknowledges the significance of the fundamentals of high quality teaching such as explicit teaching, student voice, provision of choice and personalised learning.

## ENGLISH:

The Early Years Literacy Model is followed at this level. Children participate in reading, writing and speaking and listening.

### Reading:

Our reading program includes:

- Whole class instruction – modelled and shared reading.
- Guided reading – small instruction group, grouped according to individual needs.
- Home reading – children are encouraged to read at home every night. Children will bring home take home books that are intended to be slightly easier than the texts read in class. This allows the child to enjoy home reading time and demonstrate their skills and fluency to parents as they listen to their child's oral reading. This gives children a feeling and sense of accomplishment and pride in their reading. After listening to your child read aloud, please ensure you or your child make a comment/sign their reading journal.
- Library – children participate in a whole class share time, enjoy all types of literature, and learn about authors, fiction and non-fiction texts and how the library is organised. Please note children are required to bring a library bag to borrow any books.

### Writing:

Our writing program includes:

- Studies of a variety Text Types such as factual, fiction, narratives, information texts, poetry, letter writing and recounts.
- Students participate in modelled writing, shared writing, independent writing, free choice writing and writer's notebook activities.
- Students produce writing pieces in draft format for personal use and published pieces for parents, friends, the school newsletter and classroom and school displays.
- Word Study – During Term 1, weekly word study will focus on the first 100 High Frequency Words, word families, phonics and spelling. Personalised spelling lists (*Forever Words*) will commence in Week 4.
- Grammar – Editing activities reinforce grammar rules and implementation.
- Handwriting – focussing on formation, size and spacing, following Victorian Modern Cursive.

### Speaking and Listening:

Our oral language program includes:

- Speaking in both formal and informal situations during our daily program.
- Engaging in discussion on a variety of class topics – all children are encouraged to contribute their ideas – every response is valued.
- Circles.
- Author's Chair – each child is encouraged to participate in Author's Chair time where they are given the opportunity to read and share their writing with the rest of the class. This takes place at the end of every writing session.
- Show and Tell – each week the children will have an opportunity to participate in Show and Tell. We encourage you to support your child in selecting something to share to develop their oral language.
- Formal presentations are usually based on C.B.L topics throughout the year. Students will follow guidelines set out on a scoring rubric to assist them to present a more formal talk to the class.

## MATHEMATICS:

Our Mathematics program follows the Early Years Numeracy Model. As students work towards the achievement of Year 1 & Year 2 standards in Mathematics, they begin to use mathematical symbols and language to describe their mathematical explorations of daily life. Specific areas for learning include Number & Algebra, Geometry & Measurement and Statistics & Probability. Working mathematically will be incorporated throughout all concepts.

Features of the structured classroom program include:

- Daily one hour Mathematics block
- Whole class instruction and small group teaching
- Continuous monitoring and assessment
- Developmental stages of Mathematics
- Guided, Shared and Modelled Mathematics
- Whole school planning and organisation
- Open Ended tasks
- Rich Assessment Tasks

This year during Mathematics, students will often be divided into three groups based on individual needs. These groups are determined by the results of each unit's previews and the Maths Online Survey conducted at the beginning of the year.

## CHALLENGED BASED LEARNING (C.B.L.):

Challenge Based Learning (CBL) is a multidisciplinary form of guided inquiry where students are taught to work collaboratively, pose questions, learn about compelling issues, propose creative and innovative solutions to real problems and importantly, take action. The approach asks students to reflect on their learning and the impact of their actions as well as publish their solutions to an audience. A technology rich environment enhances CBL and contributes to active engagement of students.

Our C.B.L program incorporates the Domains of Science, Humanities, Civics & Citizenship, Health & Technology. Our whole school concepts this year are *Identity, Sustainability, Strength and Discovery*.

Across our school the Key Concept is IDENTITY. In Year 1 and 2 the big focus for Term 1 is 'Then and Now, My Community' and the essential question is 'Who are we?'

## SPECIALIST LESSONS:

All students take part in a lesson of the following specialist subjects:

- Visual Arts with Miss Lauren McKenna
- Physical Education with Mrs Pereena Sinclair
- Performing Arts with Miss Lauren McKenna
- Languages – Mandarin with Mrs. Qing Liu  
or German with Frau Salles
- Library with the classroom teacher in the Information Resource Centre
- Special Religious Instruction (S.R.I.) – Christian RE is offered to those families wanting their children to attend.

## INFORMATION and COMMUNICATION TECHNOLOGY:

At Highvale PS students learn to utilise a variety of learning technologies to enhance their learning.

- All children will utilise Interactive Whiteboards, iPads & FlipCams within their classroom as a tool to enhance their learning.
- All students have regular access to computers through the use of classroom computers and computers in the Information Resource Centre.
- Children will be exposed to a variety of software programs.
- Our two main resources, which can be accessed both at school and home are Mathletics & Reading Eggs.
- Before accessing and utilising the Internet students are required to sign an Internet Use Contract to promote understanding and prevent any misuse of this valuable tool.

## SUSTAINABILITY:

Highvale Primary School is committed to the care and preservation of the environment. We have a sanctuary where children can connect with animals and plants in a hands-on environment. Children will be involved in the planting, care and cultivation of plants and care for our chooks and rabbits.

Two students from each class will be chosen by their peers to be Green Team members. These students oversee the correct use of recycling bins for paper and plastics.

There will be times where environment and sustainability is taught explicitly, however the message of sustainability is embedded throughout all learning by how we act each day. Some activities we encourage to be sustainable are; using scrap paper for drawing, using both sides of the paper, turning off lights and computers when not being used and many more.

## Restorative Practices:

'Restorative Practices' shifts from the traditional punitive approach to behaviour management to an approach which focuses on building relationships and repairing harm when something goes wrong. This involves, engaging students in relationship building activities such as 'Circles' or when something goes wrong, understanding what happened, who has been hurt and what needs to happen to repair the harm. Restorative Practices are underpinned by the following concepts:

- Misbehaviour is viewed as harming the relationship between people
- Where harm has occurred there is a responsibility for the person or persons who caused the harm to 'fix it'
- Problem-solving focuses on healing and making things right

These practices require a shift in philosophy from traditional punitive models of behaviour management to those relational models which, as well as holding wrong doers accountable for their behaviour, provides support for the community affected by the wrong doing.

Restorative Practices:

- enhance social skills
- build effective relationships
- develop interpersonal and problem solving skills
- build empathy and understanding of others
- reward positive behaviours.

## School Wide Positive Behaviour Support:

The **School-Wide Positive Behaviour (SWPB)** framework aims to create a positive school climate, a culture of student competence, and an open, responsive management system for school leaders, staff, students, and parents.

*The purpose of implementing School-Wide Positive Behaviour Support at Highvale P.S is to:*

- *Embed a common language and behavioural expectations for the whole school community.*
- *To provide a safe and orderly environment to enhance learning.*
- *To use evidence based decision making using PBS data.*
- *To provide a common teaching base in the form of a behavioural matrix.*
- *To embed a culture of positive behaviour through explicit teaching*

The internationally-renowned positive behaviour support program is currently underway in many Victorian schools. Our first goal this year will be for the students', staff, and parents to be involved in developing our school wide expected behaviours, which will be visible in all classrooms and areas around the school. A parent information evening will be held to enable parents to be introduced to SWPB in more depth, as well as involve them in developing parent specific expectations. Here is an example of the work we have done already as we begin 'phase one' of the implementation of the framework.

Highvale P.S. Behaviour Purpose Statement (2014)- *At Highvale Primary School, we aim to develop students who are resilient, caring and connected to each other. Our goal is to establish and maintain a positive and supportive community, where we are inclusive and mindful of others. Within this safe environment students are encouraged to fulfil their academic potential.*

	Always	Learning Areas	Play Areas	Walkways	eLearning	Grounds	Toilets
<b>EXPECTATION</b> <i>We are Responsible</i> <i>We are Respectful</i> <i>We are Honest and show Integrity</i> <i>We are Committed</i> <i>We are Safe</i>							

Matrix of expectations (2015) –

This makes it clear, for staff and students, exactly what behaviour is expected in all settings, both in and out of the classroom.

## Tiqbiz – School – Parent Communication App

Good communication between the school and parents is essential if we are to achieve the best for our students. This is why we have joined Tiqbiz to support us with this.

Tiqbiz is an app which will allow the school to push announcements, notices and newsletters to smartphones, tablet devices and computers with ease. Rather than receiving a paper copy or by email you can now receive your newsletter wherever you are. This app will also allow us to send messages to a particular group of parents e.g. to let them know about a bus that is running late or a reminder about an excursion. A message can even be sent to the whole community with the push of a button.

This is a free app and is easily downloaded. We have a copy for everyone here with the instructions for how to download the app. Please take one on your way out if you have not already been given one. We encourage you all to take advantage of this FREE service. We will continue sending the Newsletter as a hard copy home this term, though will be working towards utilising Tiqbiz as our preferred form of communication as the year progresses.

## HOMEWORK:

Students in Year 1 and 2 are expected to read with an adult on a nightly basis, and learn their weekly Forever Words at home in preparation for the weekly spelling tests.

If you would like your child to participate in any extra-curricular activities you can purchase educational literature and workbooks from book shops such as Dymocks or Link Education on Waverley Road in Mount Waverley.

This year, as part of our policy and review process, the School Leadership Team and School Council will lead an evaluation of our current Homework policy and practices. Due to the incredibly diverse range of beliefs and practices regarding homework, an inquiry into approaches to homework in Victorian schools, focusing on the impact on student learning was completed by the Victorian Parliament's Education and Training Committee in August last year. The final report can be accessed at <http://www.parliament.vic.gov.au/etc/article/2169>.

In reviewing our Homework Policy, we will draw upon the key findings and recommendations in this report as well as Department of Education and Training guidelines. When considering the committee findings it is also important to acknowledge that each school community is different. We will therefore also seek input from our school families, staff and students to create a HPS Homework Policy which best reflects the latest research, but also acknowledges the diverse views of our school community.

There will be opportunity for all families to have some input into an updated Highvale Homework Policy. Make sure you stay up to date by reading the newsletter and notices if you would like to be involved.

## **REPORTING:**

- Parent teacher meet & greets and interviews are held in Term 1 & 3 respectively.
- The meet and greet is held so that parents have the opportunity to tell the classroom teacher about their child's strengths, weaknesses or any areas of concern.
- There is an interim report at the end of Term 1.
- Formal written reports are issued at the end of Term 2 and Term 4.
- Student Assessment Portfolios will be sent home at the end of each term providing a snap shot of your child's learning.

## **FOOD AT SCHOOL:**

### **SNACK:**

Children eat a small snack at 10:55 each day prior to going outside to play for 30 mins. We encourage your child's snack to be healthy, limiting the amount of sugar content to help sustain their energy until the lunch break.

### **Lunch:**

At 12:30 children eat their lunch in their classroom prior to going outside to play for 50mins. We are unable to heat up anything during this time so please pack their lunch accordingly.

### **Brain Food:**

Brain food is usually eaten at 2:30. We ask that you pack some fresh fruit or vegetables for this time. Things like muesli bars, yoghurt and cheese, whilst healthy need to be eaten at snack time.

### **NUT ALLERGY:**

We wish to remind you, where possible, not to pack nuts or nut products in your child's food for the day, as they can cause life threatening allergic reactions for some of our children at Highvale. Products such as Nutella and Peanut Butter include nuts. Please also be aware that treats sent along to school for your child's birthday, going away parties or end of term parties may also contain traces of nuts. Please be mindful when selecting food for these occasions. Many types of confectionary and cakes may also contain traces of nuts. In order to prevent any issues arising and to prevent children from feeling like they are missing out, we will hand out any confectionary, treats and/or birthday cakes at the end of the school day. We ask that you please understand our reasoning behind this and appreciate that every child is important to us and we endeavour to keep all children safe and happy.

### **Anaphylaxis:**

Parents of students with an Anaphylaxis Plan are encouraged to provide the classroom teacher with appropriate treats packed in a sealed bag. These can then be provided to their child.

## **HOUSE KEEPING:**

If your child happens to be away from school, please write a note/email to your child's teacher. It is important to be at school on time, by 8:45. If your child is late they miss out on morning greetings, announcements, explicit instructions and learning time. We understand that there are unforeseen circumstances where you may be occasionally late. If this occurs you must take your child to the office to sign in and receive a late slip.

## **PICK UP:**

School ends at 3:30pm, if you are unable to pick up your child by 3:45pm they must be enrolled at Academy for Kids - Before School Care: 7:00am – 8:45am After School Care: 3.30pm – 6.00pm.  
For costs and bookings please call **0405 323 357**

## **CAR PARK and TURNING CIRCLE SAFETY**

### **PICK UP and DROP OFF ZONE**

This is an important notice for all parents outlining the rules and safety procedures **everyone** is expected to follow with regard to using the school driveway, turning circle and car park.

**The safety of our students is paramount. Your support is essential.**

#### **The rules are:**

- The car park is for STAFF use only between the hours of 8.20am – 4.00pm.
- During these hours parents may only use the staff car park when it is for official School business. Official School business means an official appointment such as a School Council or sub-committee meeting, PFA meeting or an appointment with a staff member made directly with a teacher or booked through the School Office.
- The car park is not permitted to be used by parents/guardians for the purpose of dropping off or picking up students except if parents have been called by the school due to student illness.
- Students are not permitted in the car park between 8.20am – 4.00pm except if being collected by a parent/guardian due to illness.
- Drop off and pick up of students on School grounds, occurs in the turning circle next to the **yellow curb ONLY.**
- If your child is not there waiting for you please exit the driveway safely and drive back in. Do not park next to the yellow curb.
- Drive carefully and slowly at all times.
- Please model our School values. Be patient with cars entering and exiting the driveway.
- If the driveway is crowded, parking is available in the designated street areas.

#### **Turning Circle Parking:**

- Parking is not permitted in the turning circle alongside the red curb at any time.
- Parking is not permitted in the turning circle alongside the yellow curb between 8.40am – 9.00am and 3.20pm - 4.00pm
- Parking is not permitted along the driveway or on grassed areas at any time.

Your support and patience in addressing this matter is greatly appreciated.

## A NOTE FROM THE TEACHERS:

We have an open door policy and encourage parents to see us either before or after school with any queries, concerns or a general chat about your child's individual needs.

We strongly encourage parent involvement in the classroom. For parents who are unavailable during the day there are also opportunities to help such as School Council, PFA, Special occasions (one off events e.g. Mother's Day stall, special food day)

We are unavailable on Monday and Tuesday afternoons due to our whole school staff meetings and Professional Learning Team meetings. If you wish to meet with us for an extended period of time, please arrange a suitable meeting time in advance. Below are our email address' if you wish to contact us via email.

Suzie Alev                    [alev.suzan.s@edumail.vic.gov.au](mailto:alev.suzan.s@edumail.vic.gov.au)  
Anne St Clair              [stclair.anne.a@edumail.vic.gov.au](mailto:stclair.anne.a@edumail.vic.gov.au)  
Michelle Cheong        [cheong.michelle.weng.yee.m@edumail.vic.gov.au](mailto:cheong.michelle.weng.yee.m@edumail.vic.gov.au)

We aim to encourage, support and develop your child to their full potential. We offer many ways to positively reinforce excellent behaviour, hard work and effort. We give out daily awards, stickers, weekly awards, class awards, house points, Principal's awards and 'Stars of the Week' assembly awards.

We endeavour to make your child's time at school a positive and rewarding experience.

Kind regards,

Anne StClair (1/2S), Suzie Alev (1/2A) and Michelle Cheong (1/2C)