

2019

Grade 1 & 2

Level 2

Grade One and Two Teaching Team

We thought we would introduce everyone! Whilst your child has his or her own classroom teacher, we do like to think of ourselves as a learning community. The teachers endeavour to know all of the students in the Level, not only the students in their own class. We encourage all of our students to feel confident in approaching any of the teachers in any situation and know that they will be listened to and cared for.

Nicole Richards	Principal
Rosie Grosso	Assistant Principal – Junior School
Lauren Thomas	Grade 1 & 2 Learning & Teaching Leader Grade 1L Teacher
Olivia Waller	Grade 2O Teacher
Adele Meren	Grade 2A Teacher
Steph Mallia	Grade 2S Teacher
Nick D'Amelio	Grade 2N Teacher
Sarah Clair	Grade 2C Teacher
Tara Devers and Laura Collins	Grade 2TL Teacher
Jacqueline Vawdrey	Grade 1J Teacher
Tessa Scott	Grade 1T Teacher
Ariane De Pieri	Grade 1A Teacher
Jo Nathan	Grade 1N teacher
Sara Walsh	Teaching and Learning Coach
Marianne	Reading Recovery & Intervention

English at Elwood Primary School

English is central to the learning and development of all our EPS students. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

English at EPS is investigative, purposeful and explicit, with an emphasis on fostering and nurturing a love of all Literacy. The teaching of English reflects the intent of the Victorian Curriculum and is inclusive of our students' needs, backgrounds, perspectives and interests.

English is personalised through encompassing various and agreed teaching strategies and skills across all year levels in the dimensions of Reading and Viewing, Writing and Speaking and Listening.



Our Agreed Strategies

Writing:

Writer's Workshop and Components of:

- *Immersion in texts and linking to reading
- *Direct instruction using authentic literature or children's writing
- *Independent Writing plus time for sustained writing
- *Teachers' conferencing individual students and keeping detailed notes
- *Guided Writing; working with needs-based, focused groups
- *Sharing and celebrating students' writing
- *Use of whole class/individual notebooks
- *Explicit teaching of the Writers Cycle
- *Using seeds to launch the Writer's Workshop; a springboard for ideas
- *Explicit teaching of text types identified in team planning
- *Big Write and VCOP (Vocab, Connectives, Openers, Punctuation)

Reading:

- Selection of Just Right Books
- Teachers select reading strategies to suit students' needs such as: Modelled, Shared, Guided and Independent reading with a focus on
- Comprehension strategies of Predicting, Questioning, Visualising, Inferring, Summarising and Evaluating
- Reading Conferences and goal setting
- Reading Eggs and Readers' Notebooks
- Rhymes, chants, alliteration – phonemic activities and programs

Spelling, Punctuation and Grammar:

- Agreement of our five spelling principles
- Explicit teaching of the 5 spelling strategies (meaning, sound, visual, connecting and checking) linked to:
 - Students' writing
 - Needs based, continual assessment and observation
 - Class focus
 - Student investigations of spelling patterns/sounds/roots
 - Year level Oxford Word Spelling Lists



Speaking and Listening:

- Knowledge ready – supporting our students to get ready for speaking and listening situations, questioning, discussing, rehearsing
- Tuning into ideas - focus on tone and voice with the use of visuals for support
- Consolidate & review – reflection, self and peer feedback, continual improvement
- Linked strongly to our current classroom curriculum and opportunities from focus students, informal and formal presentations such as sharing our work, assemblies, peer tutoring and buddy reading.



Mathematics at Elwood Primary School

In Mathematics we ensure that children experience success in a safe and supportive learning environment. We provide students with many opportunities to explore and develop a deep understanding of mathematical concepts and ideas through challenging tasks. We build their ability to think and work mathematically, with a heavy focus on the development of essential skills and problem solving strategies.

Curriculum content in Maths includes:

- **Number & Algebra** (place value, counting, money, operations, fractions & decimals)
- **Measurement & Geometry** (length, area, volume, capacity, time, location and 2D & 3D shapes)
- **Statistics & Probability** (estimating and testing chance experiments as well as gathering data, displaying data through a variety of graphs, and analysing)

Children will learn about these concepts and ideas at the level that is appropriate to them, given their needs, strengths and areas for improvement.

We are very mindful that children learn best when their learning experiences are **hands-on** (using a wide variety of materials and resources), **relevant, linked to the 'real world', authentic and open-ended**. We also put an emphasis on developing each child's ability to explain their thinking, justify the strategies they use and reflect on their progress and learning goals. We work very hard to monitor the progress and learning needs of our students so that we can support and extend their learning and ensure that we are providing them with learning experiences that are just right for them—thus ensuring their success and the development of positive attitudes and higher levels of confidence.

The way we teach Mathematics in 2018 has changed very much since many of us were at school. We want, and indeed teach, children to question, wonder, challenge and justify what and how they learn. We pose questions and set challenging problems that often have many different answers because our aim is to explore diverse mathematical thinking and processes as much as we aim to teach them to solve problems and find answers correctly.





Our Agreed Strategies

At Elwood Primary we believe in the Six Principles of Effective Teaching of Mathematics developed by Peter Sullivan.

Articulating Goals	Making Connections	Fostering Engagement	Differentiating Challenges	Structuring Lessons	Promoting Fluency & Transfer
Communicate to the students the goals of the lesson and explain clearly expectations.	Build on what the students already know Connect with stories and real life.	Rich and challenging tasks developed. Allowing students time and opportunities to make decisions. Using a variety of ways to represent a problem.	Interact with students as they learn. Student to student interaction and support. Asking and answering lots of questions. Actively think about how to support students and provide challenge for those that need it.	Individual and group responsibilities are made clear. Students report back to the class different ways to tackle problems. Teacher summarises key ideas and explicitly teaches where needed.	Short everyday practice of mental processes such as quick recall of number facts. Reinforcement and transfer of learnt skills to new tasks.

Everything we do in planning our Maths program is about building the students understanding and competency as well as seeing the relevance of Mathematics in everyday situations.



Investigations in Grade 1 and 2

Investigations provide opportunities for children to develop their social, emotional and communication skills as well as develop their English and Mathematical capabilities. The children's interests and needs are used to develop the different areas for them to investigate.

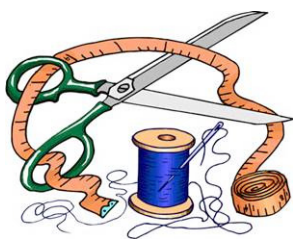
Areas include a Reading Corner, Writing Area, a Maths Resource Table, Dramatic Play, Construction, Sensory experiences and Tinkering. Investigations are planned thoroughly every fortnight and are linked to the English and Math planners. The teacher will explicitly link the foci to many of the Investigation areas during the Tuning In and Reflection.

Three focus children share their ideas and intentions at the start and end of the session. A photographer and reporter will be directed to personalised tasks throughout the session and will also have the opportunity to share. A roster is developed by each teacher and can be found on the Communication Board.

We love having parents involved in our Investigations and encourage parents to lead clinics, where you can share your expertise and passions. These experiences are optional for the children again giving them choice as to what they want to learn about, so you may have a small group of 5 or 6 or the whole class wanting to be involved!

Ideas of past parent clinics include:

- Cooking
- Sewing
- Origami
- Clay
- ICT skills
- Cultural discussions
- Yoga
- Dream Catchers
- Aeroplanes
- Music
- Architecture



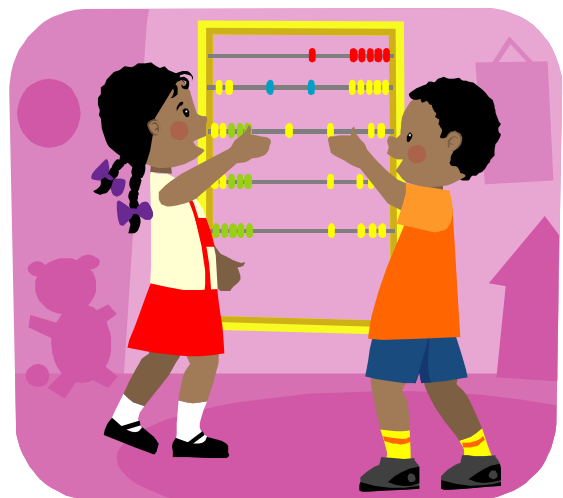
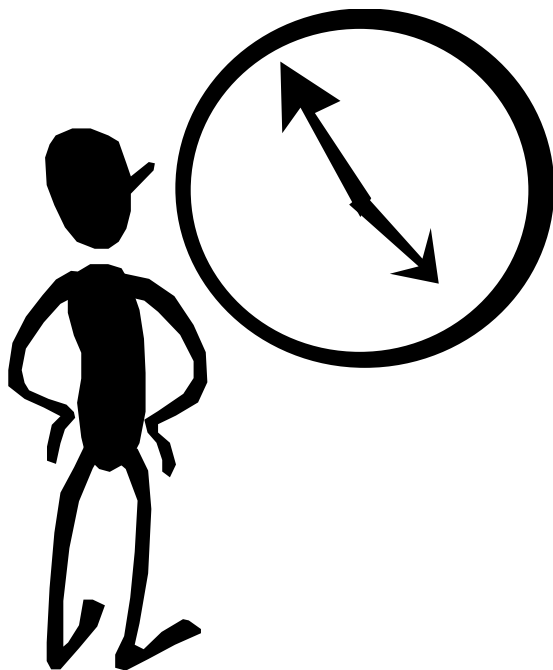
Grade 1 & 2 Soft Starts

The teachers in Year 1 and 2 will each create a special sign for their class.

When this sign is displayed, the children will be able to enter the classroom from their normal door at 8.50am. They can put their bags away, change their books, read on the carpet and settle in for the morning. The children however may choose to stay outside and play if they prefer and then come in when the bell rings.

There will be days during the week when the sign will not be displayed by individual teachers due to yard duty, meetings, and specialist classes at 9.00am or if extra preparation time is needed.

It is up to the children to monitor and check their own class sign. If the sign is not displayed, the Year 1s and 2s will line up in their usual place. If your teacher is not in the classroom, please wait outside.





Take Home Reading Program

Home reading allows children to practise the skills and strategies that have been taught at school with confidence and to develop a love of reading good books as well as listening to a variety of texts read by you!

All children have a reading diary for you to record in on a daily basis. The books the children bring home will be of varying levels based on their interests. They may also like to choose a book from home or the library and that is great too! You can listen to your child read independently, read with them or to them depending on their choice. Occasionally the teacher will direct your child to certain levelled books to encourage them to practise their reading goals. The conversations, discussions and connections you can make about the book are just as important as the reading! The teachers will check how they are progressing regularly.

In order to protect the books, a navy blue school homework bag needs to be used to transport books between school and home. The Homework Bag is the one used in Prep. If a new bag is required, it can be purchased from the uniform shop.

Home reading should be a special time for you and your child and ideally become part of your routine. Try to keep reading stress free and judge when it is appropriate to just 'tell' the word.



Other strategies to assist your child include:

- *Look at the title, cover and artwork to discuss what the book might be about. The children are used to this aspect of visual literacy.*
- *Flick through the book and discuss or comment on pictures or text that will help predict the plot.*
- *Listen to your child read aloud and encourage a phrased, fluent, conversational style.*
- *If children feel the need to point to words this is fine for it can be a handy strategy to focus them on the actual text. They stop when they are ready.*
- *Feel free to demonstrate a dramatic reading of the book to model a fluent style and to have some fun with the text.*

Establish a daily reading routine in a relaxed atmosphere, when children are not hungry and tired, to ensure that your child has a positive attitude to learning and more likely to become lifelong readers.



You Can Do It **at Elwood Primary School!**

The You Can Do It (YCDI) Program's main purpose is to support our community, school and home in a collective effort to optimise the social, emotional and academic outcomes of all young people. It's unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing and have positive relationships including making contributions to others and the community (good citizenship).

YCDI's focus is on building social, emotional and motivational capacity of young people. It encourages prevention, promotion and intervention efforts in order to build the social and emotional strengths of young people.

YCDI also seeks to build the capabilities of adults (community, school, home) associated with positive outcomes in young people, including positive, caring relationships with young people, providing for their safety, high expectations for achievement and behaviour.

It is vital that school, home and communities work together so that the responsibility for supporting and educating, including quality social and emotional learning experiences and caring relationships, is shared throughout the community.

Each fortnight we shall focus on one of the five social-emotional strengths of YCDI; Getting Along, Organisation, Persistence, Confidence and Resilience through the newsletter, during classroom discussions, activities and assemblies.

In Grade 2, the students will be receiving a ribbon for each behavior when they have demonstrated the skills required consistently. Once they have received all 5 ribbons, they will be presented with a white ribbon at a whole school assembly

Music

Students will be making music by singing and playing musical games. We play various percussion instruments and explore expressive movement to music. Students will be developing knowledge of reading and writing rhythm and pitch. We compose music using patterns and parts to create imaginative effects. The lessons are designed to be sequential and to encourage students' musicality and confidence.

Students have the opportunity to perform at assembly as part of either the Grade One or Grade Two Choir. Students reprise their pieces for the Family Picnic at the end of the year. Students thoroughly rehearse for performances in class. We also enjoy performances in class from anyone learning an instrument!

Private Instrumental Music Lessons at EPS

Students interested in taking private music lessons can do so with one of our talented instructors on Brass, Woodwind, Guitar, Keyboard, Piano, Violin and Ukulele.

Enquires at the office or through sieger.kaz.k@edumail.vic.gov.au

Visual Arts

Grade 1 and 2 students will be taught by Andrea Robinson, Rosie Cooke, Jess Smith or Kimberley Scott in the JLC art space, and in the senior school art room. Throughout the year the students will be creating artworks using techniques such as painting, sculpture, collage and printing. The students will be exploring their creativity by using a variety of art mediums and learning a variety of skills and techniques. These artworks will be based on their concept of self, animals, architecture and Asia Week. Students are encouraged to express themselves and work to the best of their individual abilities, creating something they will be proud of. They are then encouraged to reflect on their work, problem solve and find ways in which they could improve.



Level 1 & 2 - Physical Education

Throughout the year the students will continue to develop their ability to play minor games in different boundaries and areas, using different equipment, as well as further developing and expanding upon their fundamental movement skills. These include skills such as running, jumping, catching, throwing, kicking, running and dodging.

These skills will be applied in a range of games and activities and the students will begin to explore the ways these movement skills can be used within various sports and minor games, such as striking and fielding, athletics skills and invasion games. They will also learn different skills involved in Gymnastics such as balancing, jumping, rotating and landing on the ground and on equipment.

The students will begin to understand the link between physical activity the need to participate in physical activity to be fit and healthy individuals. Further skills taught the will be the importance of playing safely with other students and using equipment properly. They will also learn how to work with others and be good sports, which is actively encouraged in all activities.

Our main sport event for the Level 1 & 2 students this year will to be take part in a House Tabloid Sports, with a focus on fun and participation. All students will have the opportunity of representing their house and wearing their house colours. This will be held on our school oval on Thursday 24th October.

Thanks and we are looking forward to a great year in PE and Sport.

Sam Casey - PE Teacher and Sports Coordinator

LOTE (Indonesian) Grade 2

Selamat Datang 2019!
(Welcome to 2019!)

This year grade two students will begin learning Indonesian with Kirsteen in the JLC once a week. Kirsteen will be assisted by Pak Made who is a native speaker and a fantastic Balinese artist. Each student will be given an Indonesian work book to record their work in, and in a sense this will form their own dictionary of basic vocabulary to use over the year.

The students will learn both Indonesian language such as basic conversations, greetings, colours and numbers as well as explore other aspects of Indonesian culture. Kirsteen and Made are looking forward to working with the children and hope to create a passion for learning about our closest neighbour!

Students can also further develop their language skills at home by accessing the website LANGAUGE NUT which the school currently subscribes to. This site has Indonesian vocab lists for many topics and a variety of games and activities to help develop fluency. The website details are, www.languagenut.com , user name-elwoo4791, password-elwoo0523, enter the Modern languages, click on Indonesian, and then select a topic. If you have any problems logging on please see me.

Sampai Jumpa
Kirsteen

Library and I.C.T.

Welcome back to the Elwood Primary Information Learning Hub! We have a number of exciting opportunities in store for your children this year. All classes will be visiting the Information Learning Hub for an hour a fortnight, which will consist of both library and I.C.T. focussed sessions.

In the **library**, we will be:

- Promoting the very best of children's literature to your children;
- Working towards getting (or keeping!) your children 'hooked on reading' by recommending and discussing specific books with each student when they are borrowing to make sure the books are 'just right' for them;
- Adding a number of the latest and most exciting new books for young readers to our library this year – picture books, novels, non-fiction books, graphic novels and more; and
- Having a lot of special events planned, including author visits and reading challenges.

Students are able to borrow up to 5 books at a time, and will be encouraged to borrow books they are already interested in as well as books that they may not have considered before (different genres, from different sections of the library etc). As well as each fortnightly class session (for an hour), the library will be also open for student borrowing at lunchtimes on Tuesdays, Wednesdays and Thursdays. The library space will also be open before school from 8:45 – 9:00am – families are welcome to come and browse together!

In **I.C.T.** we continuing to implementing the new Digital Technologies curriculum. Students will:

- develop their knowledge and understanding of digital systems (in particular hardware, software and networks and their uses);
- develop their knowledge and understanding of how data is represented and structured;
- Collect, manage and analyse data; and
- Create digital solutions by defining, designing, implementing, evaluating, collaborating and managing.

Throughout all sessions, there will be a strong focus on being cybersmart.

If you would like to volunteer to help in the library or I.C.T. area, please come in and see me or send me an email...we'd love to have you! We have a number of things that you can help out with, from sharing computer knowledge or taking small group I.C.T. sessions to reshelving books, helping students locate a book or covering new books – what a fantastic way to get to know the new books in our collection! We really look forward to seeing you and we appreciate any assistance that you are able to offer. Also, if you are able to cover books for us but are busy during the day and would prefer to do it at home, let me know as we would still love to have your help ☺

Happy reading and computing!



Volunteers at Elwood Primary School

Volunteering provides an opportunity for the school community to work together for the benefit of everyone at school. Our school values the contribution of all the parents, grandparents and other people in our community who generously give their time to assist and the children value having their families involved in school life.

What can Classroom volunteers do?

We appreciate your assistance, especially in those areas where parents have skills, knowledge or expertise to offer the children or time to assist with the following types of activities:

- Parent clinics for Investigations
- Supporting small group work following Guided Reading,
- Helping during Writers Workshop,
- Supervising small drama groups,
- Typing work written by students,
- Photocopying or laminating material
- Supervising small group mathematics work,
- Supervising and helping children at classroom computers
- Sharing skills in the Arts, Science and Technology Programs just to name a few.

Volunteers who work specifically outside the classroom i.e. on excursions, must have an official “Working with Children” identity.

Applications for a “Working with Children” Card are obtained and lodged through a Post Office. There is no cost involved and the cards are valid for five years. A photocopy of the card is kept for school records, please see the office for this.

Some important points for volunteers in classrooms:

- Please remember to sign in and out using the book in the classroom you are working in and wear, then return the volunteer lanyard
- Understand and use the “You Can Do It” program ethos and terminology
- Be familiar with the School Values
- Use discretion and observe the understanding of confidentiality
- Try to commit to set times so that teachers can plan to include you in programs
- Feel secure that you are working under the guidance, sight and Duty of Care of the teacher at all times
- Encourage and support student risk taking in their learning
- Be friendly and have fun!

We look forward to seeing you and working with you.

Monitoring Student Progress and Behaviour

Your child's teacher is your first point of contact about any matter affecting your child's happiness, self-confidence, development and progress in all areas at school

Student Progress

A positive relationship and effective communication between home and school is vital in helping us gather the information and feedback we need to ensure your child's learning is successful and that they feel secure and engaged at school.

If you have a question or concern about your child's learning or wellbeing you should:

- Work with the teacher
- Make an appointment to discuss your concerns with the class teacher
- Agree upon a strategy to trial
- Meet again to review progress

Or you may also need to:

- Meet and work with the Assistant Principal (Rosie Grosso) or Principal (Nicole Richards)

Healthy Lunches & Allergy Awareness

We have a strong emphasis on health and wellbeing at EPS and we encourage all students to take some responsibility for the choices they make in relation to their own health and wellbeing. We also teach children to be aware of and thoughtful about the health and wellbeing needs of others and what they can do to support and help each other.

We have a number of students with food allergies and it is our policy at school to minimise the risk of allergic reactions at school by:

- Asking that you avoid sending your child to school with food which might in some way, through accidental contact, cause such an allergic reaction
- Ensuring that children do not share food at any time and that they wash their hands after eating
- Ensuring that children always eat in a supervised environment
- Regularly cleaning spaces where children eat
- Promoting an awareness of anaphylaxis, allergens, reactions and what they can do to help should the need arise.

We also encourage

- Healthy fresh food lunches
- As little packaging/wrappers as possible, especially on Mondays, our nude food day!

Birthdays will be celebrated with a birthday hat, birthday badge, stickers or a song in class.

Additional Information

Additional Holidays – Students taking time off for holidays during term time are encouraged to read and write about their new environment and experiences. Please let your classroom teacher know these dates in advance if possible.

Bikes/Scooters - All bikes and scooters are to be stored in the bike sheds and helmets are compulsory by law. Bikes and scooters need to be walked in the school yard, not ridden. Bike sheds are locked at 9:00am and again at 3:45pm, please ensure you drop off/pick up your child's bike or scooter before this time.

Communication – If you have any quick questions or concerns please see your class teacher, send an email or note. However, appointments should be made if you feel you need more time.

Early Student Collection (Yellow Slip) - Any time you wish to collect your child from school before the end of the school day it is essential to sign them out in the Office. Complete and sign a 'yellow slip' then give to the teacher in charge of your child.

Homework – Reading for 15 - 20 minutes each night is encouraged in Grades 1 and 2. Completing the reading diary keeps the communication lines open between home and school. Teachers may send spelling words home but no formal study is required of these words. Mathematics and Reading Eggs can be accessed at home if you wish. Skip counting is also another option for grade 2 students to practise.

Lateness (Yellow Slip) - Please bring the students to school before 9.00am. This gives students time to prepare for class, catch up with friends or have a play and then start their learning on time without disruption. If students are late, they must be signed in at the office and the 'yellow late slip' brought to the classroom teacher.

School Uniform - Full school uniform is compulsory.

Lunch - We recommend that children eat something substantial at the first break, possibly half their lunch, and the rest in the second. Also give students a substantial morning tea when they are having lunch orders. Children will eat

play lunch and their lunches in their classrooms and need to have a water bottle. Fresh Fruit platters are delivered at recess each Friday.

Lost Property - Please clearly label all items such as clothing and equipment. The Lost Property bins are located in the JLC and outside the Senior School toilet area.

Nude Food - Elwood PS joins local schools leading the move toward "zero waste to landfill." As part of this leadership, we will have *Nude Food Mondays*. Each Monday we encourage all students to bring nude food – that is, food that has no packaging and wrappers. We will be collecting data and celebrating our achievements in cutting down our waste. Keep an eye on the newsletter for tips and delicious lunchbox recipes and ideas.

Pick Up - All Grade One students are dismissed from the area near the JLC steps and Grade Two students are dismissed from their line up area at the LTC. Please advise the teacher if there are any changes to your child's regular 'pick up' arrangements. We ask that you do **not** collect another child without first informing/checking with that child's classroom teacher.

SunSmart - All students must wear a hat in the yard from September to the end of April and those not wearing a hat sit in a designated shade area.

Sunscreen – Parents are encouraged to apply sunscreen before school in preparation for the first break. In preparation for the lunch break, time is provided for those children, whose parents have supplied sunscreen to apply it before going outside.