



Cromarty Road, Floreat WA 6014
T 9383 9022 F 9387 4740
E churchlands.ps@education.wa.edu.au
W churchlandsps.wa.edu.au

CLASSROOM INFORMATION FOR ECE3

CLASS TEACHER:

Emma Jenkin

EDUCATION ASSISTANT:

Annette Lewer Monday-Wednesday

TEACHER CONTACT :

Emma.Buck@education.wa.edu.au

I check my emails on work days, however if you have an urgent message, please use Seesaw to contact me as I am more likely to check that after hours. I prefer to do all class messages and updates via Seesaw. If you have not linked into your child's Seesaw account via the app or website, come see me.

DOTT Times:

P.E	Thursday	9:25-10:05am
Drama	Thursday	10:05-10:45am
Music	Thursday	12:05-1:05pm
Science	Thursday	1:45-3:00pm
Art	Friday	9:45-10:45am

Should you need to make an appointment, please email me, as I have some availability during these times.

* Please note that these times are subject to change throughout the year.

LIBRARY DAY:

Our class library day is Monday. There is a labelled white plastic box by the entry door for the library bags to be returned. Students can borrow one picture book.

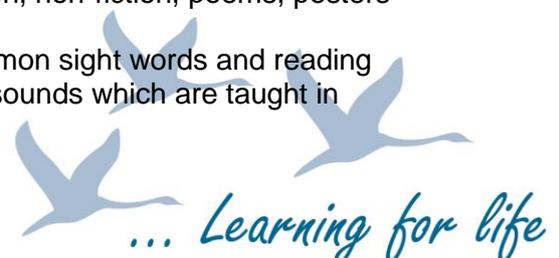
CURRICULUM:

ENGLISH:

Phonics – To attain the ultimate goal of reading comprehension, children require an effortless automatic working memory of letter-sound correspondence, spelling patterns and whole words in order. Acquiring and applying phonic knowledge will be taught every day in a sequential program called Letters and Sounds. Please practise letter formation with your child at home.

Reading – In class we will be using a variety of print and media texts to provide students with many strategies to understand and interpret language eg fiction, non-fiction, poems, posters etc.

The focus in Pre-Primary in semester will be recognising common sight words and reading and writing CVC (consonant, vowel, consonant) words using sounds which are taught in phonics lessons.



Speaking and Listening/News – During first term this will be in the form of news and other activities related to the language program. From Week 5, News will be held daily, with students telling news on a fortnightly basis. Students are either in group 1 (even weeks) or Group 2 (odd weeks). The news poster will be sent out in a photo via Seesaw and is displayed in the classroom windows at the front entrance. Students can bring in a special item, a book, some printed photos of a special event or anything of significance. Please help your child prepare by practising at home. News items are limited to a couple of minutes for each student.

Handwriting –The students will be learning to write letters in a bat and ball style. Handwriting lessons will incorporate letter formation, setting out and pencil hold. It is very important that students use capital letters appropriately and begin their letters at the correct starting point. Some students may be recommended to see an OT therapist if they experience difficulty in pencil grip, hand strength or letter formation.

Writing – Children will be encouraged to write using many different forms eg. letters, lists, descriptions, narratives, reports, recounts, retells, recipes, poems etc. Writing will be incorporated into science, health, history and HASS. Writing will be done daily. Initially we are focusing on name writing (no capitals inside their names), writing left to right on a page, writing letters on the lines, correct letter formation, spaces between words, hearing known sounds in words and identifying the letter that corresponds with the sound. We do not expect perfect spelling at this stage, but rather an awareness of the sounds that make up words. Rubbers are not given to students. Mistakes are okay.

MATHS:

The Australian Curriculum consists of three strands – number and algebra, measurement and geometry and statistics and probability. We are following the enVision Maths program and wherever possible this will involve open ended activities which allow for extension. During first term the focus will be on understanding numbers and understanding operations.

HEALTH:

We are following the Bounce Back program which will focus on the following core values: Honesty, Fairness, Responsibility, Support, Cooperation, Acceptance, Respect, and Friendliness. This a whole school approach to promote the qualities of a 'STRONG' person. Protective behaviours, cyber safety and bullying will be incorporated into the health program.

SCIENCE:

Kristie Van Den Berg is the Junior Primary Science specialist teacher and will be teaching our class on Thursday afternoons.

The units all students will cover are:

Term 1: Biological Science – Life and Living (the needs of living things).

Term 2: Physical Science – How things move (pushes, pulls and twists).

Term 3: Earth Science – The weather and its effect on living things.

Term 4: Chemical Science – What things are made of (materials and their properties).

HASS:

Throughout the year, Pre-primary students will be developing the following research and inquiry skills:

- Questioning and researching
- Analysing and representing data
- Drawing conclusions
- Communicating findings using subject specific terminology
- Acknowledging resources
- Reviewing original understandings

History

During Semester 1, students will develop an understanding of their personal and family histories. Key Inquiry Questions include:

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

Geography

In Semester 2, students will develop an understanding of the places that people live. Key Inquiry Questions include:

- What are places like?
- What makes places special?
- How can we look after the places we live in?

ICT:

Students will investigate, create and communicate with ICT. They will be introduced to the keyboard layout on ipads and desktop devices which will be used to log on to Reading Eggs and to construct simple sentences on word processing programs.

Ipad etiquette and rules is reinforced in Pre-primary and includes:

- appropriate way to hold an ipad
- how to open and stand
- how to clean
- use of volume and mute
- manipulating screen with fingers

Students will be taught to use the camera function on an ipad, how to take and resize a photograph and sort into categories. A range of ipad apps will be used, such as:

- Reading Eggs
- Chatterpics
- Pic Collage
- Seesaw
- Book Creator
- Explain Everything

When using ICT (Information and Communication Technology), students will apply social and ethical protocols and practices. Protective behaviours surrounding photographs and 'online stranger danger' will be a focus of the ICT and Health programs throughout the year.

PHYSICAL EDUCATION:

What will be happening during 2018 Physical Education (PE) classes. All lessons are aligned with the curriculum.

Guidelines for classes – **RESPECT**

R = Ready. Students need to be ready with their drink bottles, hat, sunscreen applied, and have been to the toilet before class.

E = Enjoyment. Will try and make the lessons as enjoyable as possible so the students are having fun.

S = Sun Smart. It is Important that all students follow the schools policy when it comes to being Sun Smart. No hat = no play.

P = Participation. It is encouraged that all students give everything a go. Participation will allow the students to improve their skills and physical activity habits. If any student is injured can parents please write a note explaining what the injury is.

E = Enthusiasm. If students come to Physical Education with the right attitude they will get the most out of their lessons.

C = Challenge. I will make the lessons challenging to aid in improvement but it is also encouraged that students challenge each other to better their own development.

T = Team Work. Everyone needs to work together.

MUSIC:

Students in PP go to a 60 minute lesson weekly. A holistic approach is taken which encompasses all facets of musical development. Specifically this semester PP will sing and enjoy a careful selection of tunes from ABC Sing! Books; create music for poems and books; take known songs and re-write parts as a nonsense parody; explore dinosaurs through movement activities and songs; and have listening activities where song music and lyrics are explored.

CLASSROOM BEHAVIOUR MANAGEMENT:

Students who behave appropriately will be positively rewarded with frequent verbal praise, stamps, stickers, merit certificates, group points, and whole class rewards. A peg system will be used to reward acceptable behaviour and discourage unacceptable behaviour. Each student has a peg and their peg is moved up or down depending on their participation in class. The focus is on recognising positive behaviour and moving up the ladder. If a student makes the choice to not follow the classroom rules, they will receive one verbal warning before they are moved down the ladder. This provides a visual and immediate reminder for the students to follow the class rules When moved down a second time onto 'think about it', they will be put in the class 'think spot' with a 3 minute timer. If they persist with unacceptable behaviour, they will be put on red, which means timeout in a buddy class or missing out on playtime.

CLASS WASHING:

Parents are asked to take turns to wash the handtowels and tea towels from the classroom. We will send these home with one student each Monday afternoon. If we could have the cleaned towels back to us by Friday morning at the latest. Thank you for assisting, it is greatly appreciated.

HOMEWORK:

Home reading program will start mid Term 2. Sight word books will be sent home second semester. Your child's Reading Eggs password card will be sent home early Term 1, so all children are able to access the program at home.

ARRIVING AT SCHOOL:

The classroom opens at 8:35am each morning. All students MUST be in the classroom by 8.45 am. Any students arriving after 8:45am, require a late note from the office, BEFORE they enter the classroom. You are invited to spend time with your child until

8:55am. Please ensure you exit the room promptly when the teacher begins the formal learning program.

CRUNCH and SIP:

Our school is committed to improving children's health. Crunch and Sip is a set break in the morning for students to eat **fresh fruit or vegetables** (NO crackers, cheese, rollups or muesli bars) and drink water in the classroom. We allow students an additional fruit/vegetable break at approximately 9:45am to break up the long morning session. This time is usually spent inside. Please ensure your child has two serves of fruit/vegetables. One for recess and one for Crunch and Sip time. Please note that it is water only and cordial and fruit juice is not to be brought to school.

HATS & WATER BOTTLES:

Please label EVERYTHING. Ensure that your child has a broad brimmed hat, caps are not suitable. Drink bottles should have water only. Cups are always available for students who have forgotten their water bottle.

PARENT HELPERS:

As opportunities arise we will make contact for help through Seesaw.

PARENT INTERVIEWS:

Parents or Grandparents are always welcome to visit the classroom to see their child's work and classroom displays. If parents have concern about their child, an appointment time can easily be arranged during DOTT time or after school. Please note DOTT times are subject to change each term.

Whole school parent interviews will take place towards the end of Term 2. Further information will be given closer to the date.

CHURCHLANDS SOCIAL SKILLS:

These skills will be reinforced through the Bounce Back Health program, and students will be awarded a 'Bounce Backer' prize for displaying these skills in social situations.

Following Instructions

Sharing

Active Listening

Interrupting appropriately

Saying 'please' and 'thank you'

Disagreeing in non-hurtful ways

Appreciating Others

Acknowledging others

Using appropriate entry skills

MERIT AWARDS:

Class merit certificates will be awarded at the whole school assemblies that occur regularly throughout the year. You will be notified beforehand if your child is receiving a certificate.



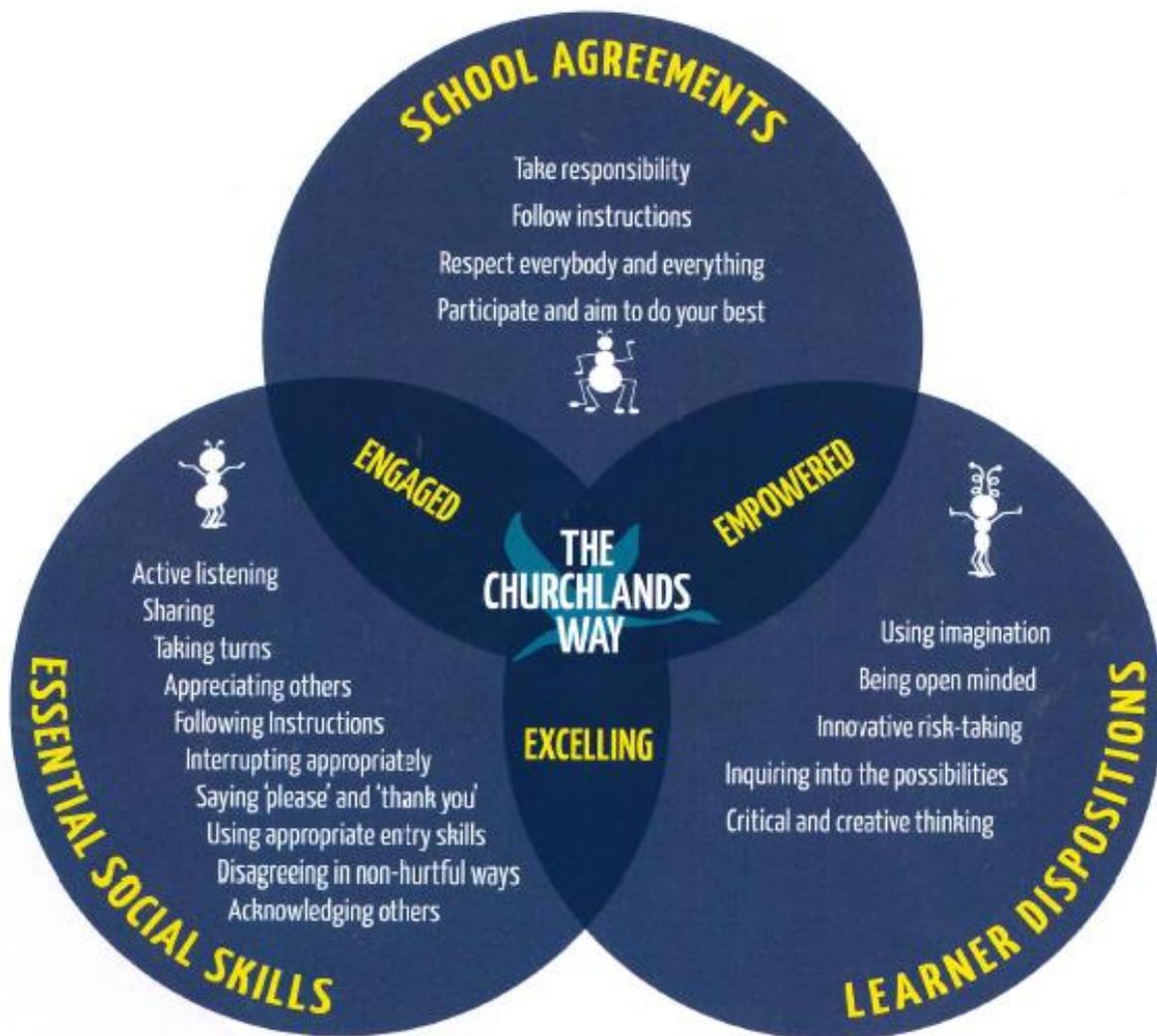
Churchlands
Primary School

...Learning for life

CHURCHLANDS PRIMARY SCHOOL

HIGH PERFORMANCE · HIGH CARE

Growing successful students in an inclusive environment.



...Learning for life

SCHOOL EXPECTATIONS:

RIGHTS AND RESPONSIBILITIES

Essential Guidelines

Rights and Responsibilities: STUDENTS

Stakeholders will work together to create an atmosphere where students are:

- expected to behave well in the learning environment.
- feel respected and capable.
- are actively engaged in the curriculum and are provided with interesting ways to learn.
- feel cared for by school staff and develop a sense of belonging to the school; and
- where teachers know them well, build on their strengths and encourage them to persist with tasks until they succeed.

All STUDENTS who are part of the school community have the RIGHT to :	All STUDENTS who are part of the school community have the RESPONSIBILITY to :
<ul style="list-style-type: none"> • Feel safe at CPS. • Access the full curriculum. • Be included. • Be treated with respect. • Learn in a well maintained environment. 	<ul style="list-style-type: none"> • Follow the rules. • Work to the best of your ability. • Respect their own and school property. • Respect themselves and others. • Manage their daily responsibilities.

Rights and Responsibilities: STAFF

All staff at CPS understand that:

- behaviour is learned, and so with those students who regularly misbehave, all staff see their job is to help those students learn more productive and responsible behaviours.
- behaviour is influenced by the situation in which it occurs, and so all staff act to change the student's behaviour by altering some aspects of the classroom situation.

All STAFF who are part of the school community have the RIGHT to:	All STAFF who are part of the school community have the RESPONSIBILITY to :
<ul style="list-style-type: none"> • Be safe from verbal and physical abuse • Feel supported, valued and empowered by administration and colleagues • Be well informed of and contribute to school processes, plans and policies • Be trusted and respected by students, parents and colleagues • Open and transparent communication with all stakeholders • Effective training/strategies to create a learning environment where students can achieve to their potential 	<ul style="list-style-type: none"> • Be proactive and preventative by modelling and teaching appropriate behaviour in a safe and inclusive environment. • Develop resilient students. • Provide support to children, parents and colleagues. • Be consistent and fair with implementation of the Behaviour Policy and well informed of department policies. • Maintain high expectations and provide valuable and constructive feedback to students. • Communicate in a respectful, open and clear manner with all stakeholders in a confidential manner. • Be punctual and provide observant duty of care.

Rights and Responsibilities: PARENTS

All PARENTS who are part of the school community have the RIGHT to be :	All PARENTS who are part of the school community have the RESPONSIBILITY to :
<ul style="list-style-type: none"> • Treated with respect, fairness, honesty and courtesy. • Accorded direct lines of communication and access to teachers and the administration. • Provided full transparency on how the school deals with behavioural matters. • Allowed open and honest communication in a safe environment. • Made fully as required aware of all relevant processes and protocols with regards to remediation, intervention, escalation and issue resolution. • Be safe from harassment of all kind. 	<ul style="list-style-type: none"> • Have their child attend school punctually and regularly. • Create an environment that produce children who want to go to school. • Practise active engagement and active listening when dealing with children, other parents, teachers and administration. • Support and adhere to the school's processes and policies in words and action, not work against it. • Develop resilient kids and choose 'battles' wisely – not every 'school yard disagreement' needs an escalation. • Exercise common sense, practicality and reasonableness when dealing with day-to-day issues. • Resolve grievances through established processes, not unilaterally by confronting other children, teachers and / or parents. • Take responsibility and ownership for process as well as outcomes. • Help / support other parents on meaningful engagement with the school when there is an issue. • Project positive role modelling. • Support your child's learning – 'set them up for 'success' and readiness to learn. • Be equipped to respond to your child's physical, psychological and emotional needs in the school environment.