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## CLASSROOM INFORMATION FOR ROOM 2

**CLASS TEACHERS:** Barbara Greyling

**EDUCATION ASSISTANTS:** Mrs Karen Taylor and Mrs Victoria Edwards

### DOTT Times

*We are available for appointments during these times (not during library).  
\* Please note that these times are subject to change throughout the year.*

<u>Phys Ed</u> – Mr Marshall	Tuesday 10:05 - 10:45 and Wednesday: 8:45 – 9:45
<u>Music</u> – Mr Howesmith	Monday: 2:00 - 3:00 (students to be collected from the music room)
<u>Art</u> – Mrs Cockerill	Wednesday: 12:05 – 1:05
<u>Drama</u> – Mrs Idle	Tuesday: 9:25 - 10:05
<u>Library</u> -	Friday: 2:20 - 2.40

### CURRICULUM:

- **English**

Phonics and Spelling – To attain the ultimate goal of reading and writing – 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 using the 'Letters and Sounds' program.

Reading – In class we will be using a variety of texts to provide students with many strategies to understand and interpret language and literature e.g. fiction, non-fiction, poems, posters etc. We will have whole class shared reading lessons and small group guided reading lessons. One focus in first term will be recognising sight words with automaticity, reading and writing CVC (consonant, vowel, consonant) words and reading and writing CVCC and CCVC words. The year 1 teachers will teach collaboratively to cater for different abilities. Sight words are to be read automatically and spelt correctly in students' writing.

Partner Reading – Each morning (Monday – Thursday) your child will read the previous night's book to a partner. **This will begin promptly at 8.45 am as children move to their next lesson at 9.00. It is important to be on time so each child can participate in this activity and their partner is not left waiting for them.**

Writing – Students will be encouraged to write every day across the curriculum and use many different forms e.g. labels, letters, lists, descriptions, narratives, reports, recounts, retells, recipes, poems etc. They will use their personal dictionary to build up their own list of commonly used words.

Speaking and Listening – During first term there will be a strong focus on developing students' vocabulary and speaking skills. Whole body listening is also encouraged.

News – Weekend news will be **on Monday morning**. Students will share their news orally in small group situations and then write about it in a journal or diary format. This is a writing exercise where students record their weekend news as a factual recount or an informal version of a descriptive report.

Handwriting – This year, the style of handwriting for students will change from Foundation Print in pre-primary to Victorian Modern Cursive. This will assist the students when they begin to join their letters in years 2 and 3. Lessons will incorporate the new 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.

Lexia – Lexia Core 5 is an online program that provides personalised learning on fundamental literacy skills and delivers real-time performance data without testing. The program covers five areas in each set of lessons- phonological awareness, phonics, structural analysis, automaticity/fluency, vocabulary and comprehension.

Library - Children must bring a library bag so they can borrow a book each week. Once they have finish reading their book they can return it to the classroom library box.

- **Mathematics**

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 operations.

Mathletics – The Mathletics program will be used in class to supplement our maths program. Students will be given set tasks each week related to class topic. Mathletics motivates students to strive for better results and it is fully aligned to the curriculum. Students will have at least one class session per week to complete tasks. They may complete more at home.

- **Science:**

During Term 1 we will be focusing on the 'Earth and Beyond' strand. The students will complete the unit 'Up, down and all around'. It provides opportunities for students to explore natural, made and managed features that undergo change. Through outdoor observations and photographic records, students investigate the daily, weekly and seasonal changes in their local environment.

- **Geography:**

In Semester 1 students will study natural, managed and constructed features, how to care for the local area and how changes take place over time. They will also continue to develop their mapping skills.

- **History:**

In Semester 2 students will study present and past family life within the context of their own world. Students will 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.

- **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. Part of 'The Churchlands Way' involves 10 Essential Social Skills. Each of these skills will be explicitly taught.

- ❖ Following instructions
- ❖ Taking turns
- ❖ Sharing
- ❖ Active listening
- ❖ Interrupting appropriately
- ❖ Saying 'please' and 'thank you'
- ❖ Disagreeing in non-hurtful ways
- ❖ Appreciating others
- ❖ Acknowledging others
- ❖ Using appropriate entry skills

- **Physical Education:**

Students will participate in 2x 40 minutes/week structured Physical Education lessons with Mr Marshall. On top of that every Friday they will participate in 40 minutes of Junior Sports with all Year 1 and Year 2 classes. The lessons are designed around in improving the students' fundamental movement skills, understanding movement and learning through movement.

**Fundamental Movement Skills** – This area is broken up into three different areas; body management, locomotion and object control.

*Body management* - Students will learn how to control and perform lying log rolls.

*Locomotion* – Students will learn how to perform the following skills correctly; Lateral movement, skipping, jumping and hopping

*Object control* – Students will learn how to perform the following skill correctly; bouncing, underarm throwing, overarm throwing catching, striking and kicking.

**Understanding Movement** – Students will learn about the physical changes that occur during exercise.

**Learning through Movement** – In this area student will learn the following; the importance of following rules and instructions, cooperate with others, and different strategies to involve others.

### **Assessment**

During 2018 students will be assessed on the following;

- Log roll
- Lateral movement
- Skipping
- Bouncing a ball
- Underarm throwing
- Understanding of the physical changes that occur during exercise

- Ability to follow rules and instructions
- Understanding of the different strategies to involve others

- **Music:**

Each class receives 1x 60 minutes of tuition each week. The whole school (Pre primary to year 6) will learn and sing community songs including ANZAC song, Music Count Us In song and WA day song. In year 1, students will participate in:

- Singing games to explore drama, actions, singing solo and rhythm
- Singing for enjoyment – fun engaging songs to sing, explore and enjoy
- Instrument exploration – familiarity with names and sounds
- Sparky's Magic Piano – classical music explored through a video
- Composition through books and utilising the PP soundscape garden
- Listening activities and creative movement – responding to music
- Music First digital music programs to be utilised

- **Drama:**

Students will be participating in a drama lesson once a week for 40 minutes in the Drama Room (next to the library). Curiosity, imagination and creative thinking will be essential ingredients for each lesson. Students will be performing improvised and scripted drama in class, exploring roles and imagining situations. Developing confidence, self-esteem and relevant social skills are also core aims this semester. In addition, an appreciation of vibrant oral language and engaging vocabulary will be nurtured. Mrs Idle is available to discuss aspects of the drama curriculum and student progress before school Tuesdays and Thursdays by appointment.

Mrs Idle can also be contacted by email: [Diane.Idle1@education.wa.edu.au](mailto:Diane.Idle1@education.wa.edu.au)

- **Art:**

All students need to bring an old shirt to put over their uniform to protect it against accidental splatters from paint or ink or clay. The paint we use is water washable but the dyes in the paint can stain fabric. During term one all students will be looking at Sculpture. At the end of term we will be holding the Sculpture By The school art show. See the newsletter for regular updates. The art room is an open classroom where you are all welcome to come and enjoy your children's ideas and progress. Please encourage your child's efforts and ask them to tell you about what they have been doing.

## **CLASSROOM AGREEMENTS:**

### Room 2's Class Agreements

- ✓ Show respect to others and speak kindly.
- ✓ Show whole body listening and keep your hands, feet and objects to yourself.
- ✓ Have a go and try your best. Mistakes help us learn!

## **1:1 IPADS:**

The Bring Your Own Device Program will begin in week 4. For more information, please refer to the BYOD handout that was sent home in week 1.

1. Please bring iPads fully charged to school each day
2. iPads are not to be kept in school bags, they must be placed in the classroom lockable box each day and signed in

## **HOMEWORK:**

Home Reading A book will be taken home each day and should be returned the following day. Each child will be reading at their individual level. If your child is a beginning reader, please encourage them to point their finger under each word as they read. Please encourage your children to read books from home and libraries outside of school and record these in their home reader. Home reading should be a positive experience for you and your child.

Sight Words: Students will bring home a booklet with sight words in sentences. Please get them to read each page each night to develop their sight vocabulary and sign each page. The sight word program is expected to finish mid-term 2 but we encourage you to revise them regularly and use them as a spelling activity for extension.

Computers: Students need to have regular access to the online Mathletics and Lexia programs. Their login and password cards will be stuck onto the front cover of their home reading folder. We set tasks weekly that get started at school, but may need to be finished at home.

## **BEHAVIOUR MANAGEMENT IN THE CLASSROOM:**

Students who behave appropriately will be positively rewarded with frequent verbal praise, merit certificates and 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. If they persist with unacceptable behaviour, they will have time out on the thinking spot and may need to fill in a reflection sheet. Parents will be contacted if persistent negative behaviour is demonstrated. Please refer to the attached Classroom Managing Student Behaviour flow chart.

**ARRIVING AT SCHOOL: The classroom opens at 8:35am each morning. All students MUST be seated and ready to learn by 8.45 am.** We would like the students to set up their own learning area each morning to foster independence. You are invited to spend time with your child until 8:45am, when the formal learning program begins. Please ensure you exit the room promptly when the siren sounds.

Arriving to school late is very disruptive to your child, teachers and the children already engaged in learning. Please ensure you arrive on time. If you arrive after 8.45am, a 'late note' must be collected from the office prior to your child being brought to class.

**CRUNCH and SIP:** Our school is committed to improving children's health. Crunch and Sip is a set break for students to eat **fresh fruit or vegetables** (NO crackers, cheese, rollups or muesli bars) and drink water in the classroom. Students will need to bring a water bottle to sit on the desk and piece of fruit or vegetable each day. Please note that it is water only and cordial and fruit juice is not to be brought into the classroom.

**HATS:** We have a no hat, no play policy. Please ensure your child brings their school hat every day. If students don't have a hat they will sit on the spot undercover during play time.

**PARENT HELPERS:** Parent help is always appreciated. Please place your name on the roster which will be available shortly.

**PARENT INTERVIEWS:** Parents 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. A convenient method of contact is email as drop off and pick up times are often busy. Please check your emails regularly for class messages. Seesaw is another means of communication between the school and families.

**TEACHERS:**

**Barbara Greyling**

Barbara.Greyling@education.wa.edu.au



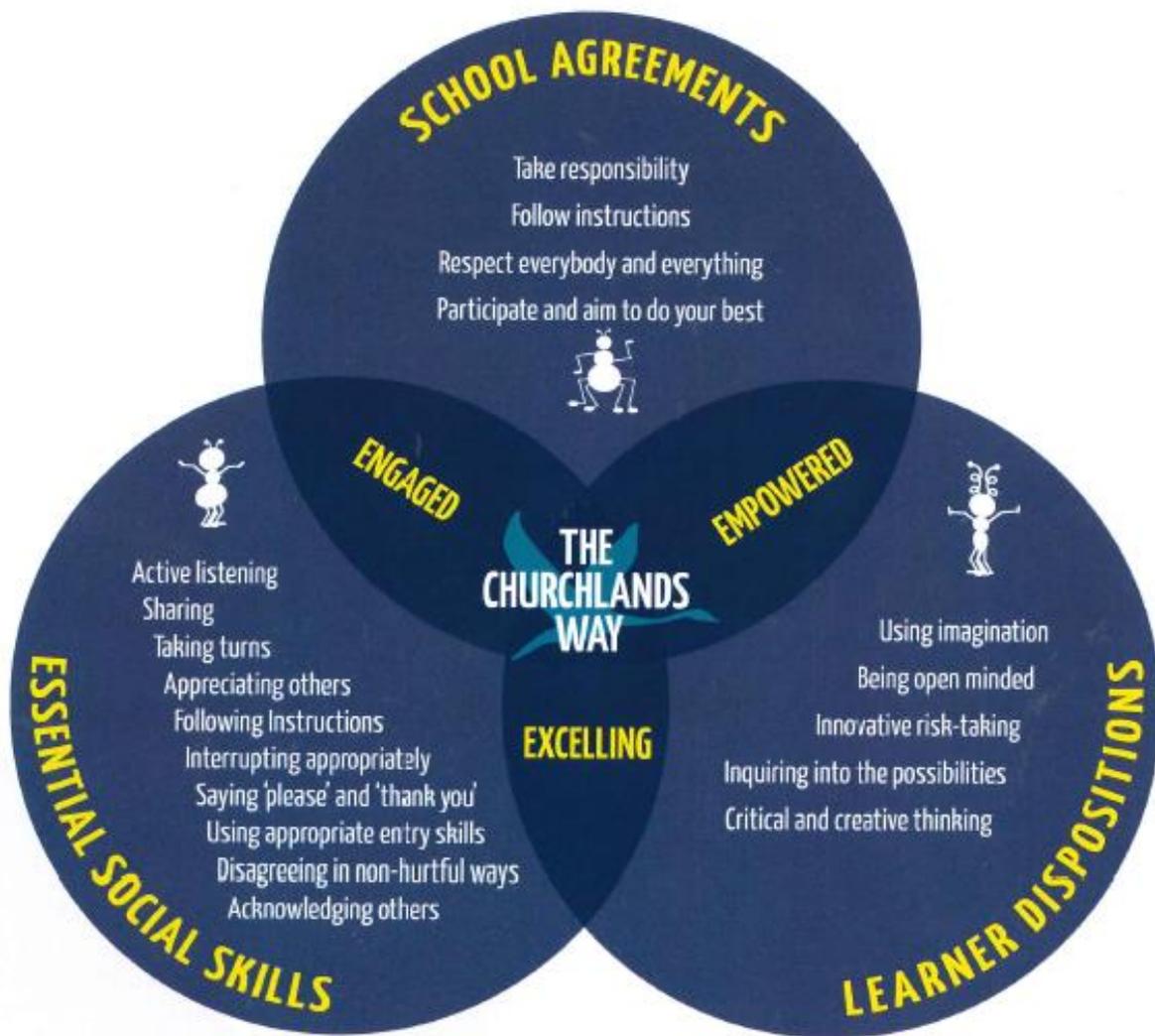
Churchlands  
Primary School

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# CHURCHLANDS PRIMARY SCHOOL

## HIGH PERFORMANCE · HIGH CARE

Growing successful students in an inclusive environment.



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

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

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



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## CHURCHLANDS PRIMARY SCHOOL

### BEHAVIOUR SUPPORT SYSTEM

Responding to unproductive behaviours in a consistent and restorative way.

*A positive classroom environment is maintained at all times*

- 1 Unproductive behaviour occurs

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- 2 Low key response / verbal warning

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- 3 Think Spot, Reflection Sheet and behaviour is recorded on the 'Tracking Sheet.'

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- 4 Buddy class / teacher emails parents / teacher records on SIS / record is kept by class teacher and deputy

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- 5 Administration mediation / administration notify parents and record on SIS

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- 6 In school suspension

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- 7 Suspension from school

\* *in the occurrence of an extreme behaviour student may be escalated to higher levels of the Behaviour Support System.*