

Welcome to Year 1/2





Introducing the team

Sarah Taylor

Teagan Jefferies













Kellie Holwerda

Esther Costa



Karen Marinelli





Assistant Principal
Alex Werner



Assistant Principal Rachelle Koeppler











"We are a safe and inclusive school where all students are curious, engaged and challenged to always do their best. Together we nurture positive relationships, student voice and lifelong love of learning."

~Our SCHOOL VISION~



C.S.P.S School Values

Values are shared beliefs about how we work together. They influence our choices and provide a framework to guide our intentions, actions and decisions.

These values are explicitly taught through our wellbeing program. Students are acknowledged on a daily basis when they demonstrate these values in the classroom or yard.

Respect

Be accountable for your actions. Contribute positively to the school and wider community.

Responsibility

The quality of being friendly, generous, and considerate. Being kind often requires courage and strength.

Kindness

Treat everyone with equal consideration. Be accepting of others and their differences.

Timetable 2023

Before School	8:50 - 9:00 am	Students are supervised by their parents / carers			
Session 1	9:00 - 10:00 am	Learning Time P - 2 Literacy			
Session 2	10:00 - 11:00 am	Learning Time P - 2 Literacy			
Recess	11:00 - 11:30 am	11:20 - 11:30am - eating time in classrooms			
Session 3	11:30 - 12:30 pm	Learning Time			
Session 4	12:30 - 1:30 pm	Learning Time			
Lunch	1:30 - 2:30 pm	1:30 - 1:40 1st eating time 2:20 - 2:30 2nd eating time			
Session 5	2:30 - 3:30 pm	Learning Time			

We now have hour long sessions for Learning Time!



3:30pm Home Time

Our Daily Schedule

Class	P.E.	MUSIC	ART	STEM
1/2T	Tuesday	Wednesday	Wednesday	Wednesday
1/2H	Wednesday	Monday	Monday	Wednesday
1/2C	Wednesday	Tuesday	Monday	Wednesday
1/2J	Wednesday	Wednesday	Wednesday	Thursday
1/2M	Wednesday	Monday	Thursday	Wednesday
1/2K	Wednesday	Wednesday	Monday	Wednesday

Brain Food

10.00 and 12:30 each day. Fruit or vegetables for some extra energy.

Please put brainfood in an individual container.

Drink Bottles

We encourage all students to be well hydrated. Please bring a **named** drink bottle each day so that learning time isn't interrupted by students needing to go to the drink taps.

External Supports

If your child engages with external supports such as Speech Therapy, Occupational Therapy or Psychology they are able to meet with your child at school. We will arrange these meeting after 12 noon.







Music

Kate Kelly



STEM

Luke Bridgette Smith Santuccione



P.E.

Amanda Edwards



Visual Arts

Jill Julie Peterson Ryan









Jessica Craghill



Jenny Hayes



Wellbeing Team

The Wellbeing Team at C.S.P.S provides supports to students and families.







Georgie Zillner Mental Health Practitioner



Hannah Coots
Student Wellbeing
Officer



Peter Hobbs & Mel Brew Chaplains









InitiaLit is a research-based initiative of Macquarie University that we are using to develop our Foundation to Year 2 students with reading, writing and spelling skills.

This will further support your child's development of their language comprehension and word recognition through a focus on phonics, vocabulary, oral language and listening comprehension.





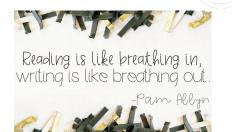




Writing

The teaching of reading, writing and spelling all support each other and we have made it a focus to teach these sessions in succession so that students can easily transfer their knowledge and work on the same concept in each subject area.

For example, if students are working on how to write a narrative in writing, they may be sharing and exploring narratives in reading, focusing on what the author does and why and the effect that has on them as the reader.







Writing in the Classroom

- The way children learn to write follows the same patterns as when the learnt to talk.
- Not all children progress stage by stage or at the same rate.
- Opportunities are provided for children to talk about their writing to clarify and extend ideas (thinking time, draw ideas first, say sentence out loud before beginning, open-ended questions)
- Listening to children read their writing provides an opportunity for writers to clarify their message and to check the meaning.
- We provide lots of opportunities for students to write about topics of
 their choice through the Writer's Notebook.





Spelling

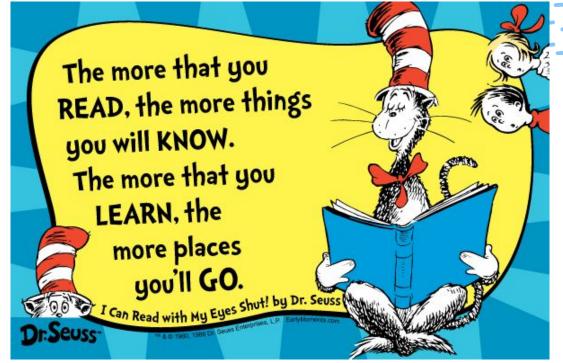
Teaching spelling is about developing strategies that students can draw upon when they come across unfamiliar words.

In year 1 and 2, we integrate our spelling within our literacy block each morning. Students begin learning about phonemes and build on the knowledge that every letter makes a sound. This then progresses into digraphs and blends where students investigate the different spelling choices whilst writing. Our spelling program also looks at language and aspects such as synonyms for different words, prefixes and suffixes, and a range of vocabulary.









Reading with your child is one of the most important and memorable things that you can do.

Reading at Home

- Reading a wide variety of books is important.
- Reading can be <u>to</u>, <u>with</u> or <u>by</u> the student. It is important to engage in all three at different times regardless of the age or reading level of your child.
- Discuss meaning, feelings and emotions.
- Make connections and comparisons to their own experiences.
- Engage in conversation around the author's purpose and the effect different literary features have on you as a reader
- At the end of a page, paragraph or chapter, ask for a retell or summary of what has been read.





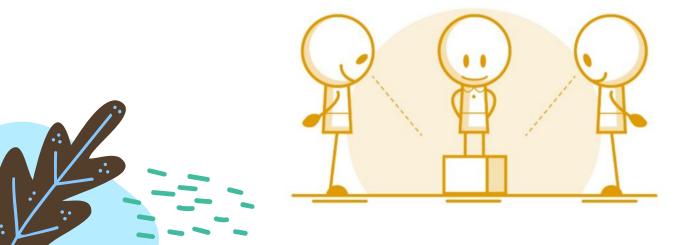
Reading at Home



What do you notice?

What are you wondering?



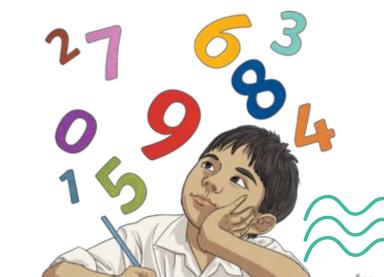




Maths Warm Up

The answer is 10.

What might the problem be?





Maths

We believe strongly in teaching maths through the use of challenging tasks as this results in higher levels of engagement.

Our lessons are taught in a **Launch, Explore, Summarise** approach.

Launch - students review prior learnt knowledge or skills.

Explore - Students use and apply their maths skills to problem solve in multiple ways. They learn with their peers and apply their knowledge to solve different problems. Students use a range of concrete materials to support the maths investigation and discuss their strategies with others.

Summarise - Students come back to the floor and engage in a shared discussion about their findings or how they solved the problem.





Inquiry

Through Integrated Inquiry units of learning, students expand their knowledge of themselves and the world, developing their understandings, skills and behaviours. Students will engage in a range of activities that will allow them to build their social understanding.

Tuning In

Finding Out

Finding Out

Drawing Conclusions

Going Further

Sorting Out

This year we will be exploring:

Term 1: 'Spring into Springs' Looking at social, physical and emotional health

Term 2: How our place has changed over time

Term 3: Looking after our local environment

Term 4: Forces- Push and pull





LOTE - Italian



Goal Setting

Students will have a goal in Reading, Writing, Maths and Personal that they will be working towards achieving. Goals will be updated regularly.



ACCURACY I can read the text.	COMPREHENSION I can understand what I read.	PLUENCY I con read	VOCABULARY & GRAMMAR I find and use interesting words.	BEHAVIOURS I can read independently.	
Use beginning and end sounds.	Go on a picture walk before I read.	Read how I speak.	Tune in to interesting words.	Choose texts for a particular purpose.	
Track print as I read.	Predict what the story might be about from the pictures.	Re read to smooth out the bumps.	Use new vocabulary when speaking and writing.	Get started quickly.	
Stretch out the word.	Ask and answer questions before reading.	Stop at a full-stop and pause at a comma.	Use subject specific vocabulary.	Read for the whole time.	
Stretch the word and blend it back together.	Make predictions during the reading process.	Scoop words into phrases.	Use pictures and context to work out new words.	Stay in one place when I read.	
Use the pictures to predict words.	Ask and answer questions during and after reading.	Read and practise common words.	Identify describing words - adjectives.	Select books that are 'Just right	
Read familiar words on sight.	Make text to self connections.	Adjust my voice when there is talking marks	Identify nouns and verbs.	Read a variety of text types.	
Read some less familiar words on sight.	Talk about the characters in the text.	Make my voice match the character.	Identify past, present and future language accurately.	Use my reading goal during independent reading.	
Read words by finding parts I know.	Talk about the setting in the text.	Read with feeling when there is an exclamation mark.	Use dictionaries and thesauruses as tools.	Talk about the book that I am reading.	
Chunk the word into smaller parts.	identify the main idea of a story.	Make my voice go up when there is a question mark.		Give reasons why i like/dislike book.	
Skip the word, read on and then re read the sentence.	identify the problem and solution in a story.	Project my voice when I read aloud.	3		
Self-correct when my reading does not make sense.	Sequence the main events in a story.	Read at the right rate – not too fast or too slow.			
Try a different vowel sound when it doesn't sound right.	Make text to text connections.				
	Make text to world connections.	1			
	Use prior knowledge and information in the text to infer.	1	S	10° 0	
	Tell the difference between fiction and non-fiction texts.	1	7 2	🏖 💢 📽	
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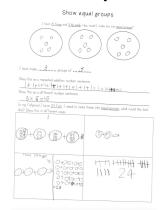




Learning Tasks

Each Term three Learning Tasks (Reading, Writing and Maths) will be be available on Compass.

You will be able to see a **copy of the task**, a **highlighted proficiency scale** that shows what your child has achieved and there will be recommendations for **next steps in learning**.



Name	Year	Curriculum Area	Topic	
	1	Reading	Fluency	
Essential Learning	fluency text pr		uctures using developing phrasing, nd grammatical knowledge and emerg diction, monitoring meaning and	
The highlighted inf	ormation	on the Proficiency Scale reflects what your	child has achieved in this Learning Task.	
LEVEL OF LEARNING		SKILLS AND	KNOWLEDGE	
Advanced Critical thinking, problem solving and application of skills	Lean: adjust my voice to suit the punctuation (e.g. exclamation mark, question mark, question mark) self-monitor and correct for fluency read at a good pace – not too fast, not too slow pause at commas			
Proficient Year 1 expected level	I can: use some expression when reading stop at full stops project my voice when reading aloud begin to soone words into phrases			
Progressing The fundamental knowledge required to reach the expected level		read word by word stop at most full stops		
Emerging	With support, I can accomplish the skills and knowledge of Level 1 – Progressing.			

Proficiency scales identify the key knowledge, skills and understandings a student needs to demonstrate to achieve the Essential Learning target.







Learning Tasks on Compass: 3 per term – Maths, Reading, Writing

A notification on Compass will remind you to jump on and have a look.

3 Way Conferences: Tuesday 14th March You will be invited to book a time on Compass.

Semester Reports: End Term 2 and end Term 4



Learning Expo: - Early Term 4



Curriculum Information Board

Each year level team has a Curriculum Information Board that is located in the hallway. This will outline the learning focus in each subject area.

At the moment it contains all of our learning for Term 1.

We will update this board each term to keep you informed of the topics and learning focus that your child will be involved in for the

term.

Please check this out and let us know if you have any questions.



Home Learning

Reading: All students are expected to read f 20 minutes per night and have this recorded in student diaries. This should be signed by operent/carer or older sibling.



Please note that students that do opt into the Home Learning Program will be expected to complete the set activities and this will be followed up at school.





Lunchtime Activities



There will be even more activities on offer with all staff members committing to run a lunch club during the year.

In Term 1 we will have:

- Sustainability Club
- Art Club
- Quite Lego
- Dig It!





Events in 2023

- We aim to include excursion throughout the year which tie into our curriculum and learning at the time. These are special days for the students and are a fantastic experience for them.
- We have the grade 1 dinner and grade two sleepover at the end of the year dates and times TBC.
- STEM open night along with 3 way conferences are a great opportunity for students to present their learning and show you what they are most proud of.

















SHINE Program



Our SHINE lessons are our whole school approach to implementing a program based on wellbeing. We are currently using a combination of the following programs; Zones of Regulation, Cyber Safety, Kids Matter and Respectful Relationships. Students are explicitly taught skills around regulating their own behaviours, solving problems and being respectful & responsible friends.

The SHINE lessons are delivered on Monday afternoons across all classrooms.

RESPECTFUL STATE TORIA STATE TORIA STATE

The ZONES of Regulation



Acknowledgements: Fill Your Bucket

Communal 'buckets' Prep-Year 2: to promote a sense of community, or 'team', individuals who fill their own bucket also get a 'raindrop' to go in the communal bucket. Once this bucket reaches an agreed capacity, a team reward is earned.



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Patrick		H	Н			-
William			H			+
Noah			H			
Fletcher						+
Jade			П			1
Zephyr						
Issy						
Sacha						
Korban	1					
Ruby						
Amelia	/					
Ella						
Lachlan						
Emily						
Elijah						
Lulu						
Hamish						
Addison						
Taylor						
Isla						



At C.S.P.S, we have a GROWTH MINDSET!

We all have beliefs about our own abilities and potential. These beliefs are part of our **mindset**, which is so powerful they can fuel our behavior and predict our success. In her research at Stanford University, Dr. Carol Dweck identified two different types of mindsets:

Fixed mindset

Believing that intelligence and abilities cannot be altered in a meaningful way. You are either born "smart" or you are not!

Mistakes are often seen as failures rather than opportunities to grow and learn.



Growth mindset

Believing our intelligence and abilities can be improved with effort and the right strategies.

A willingness to confront challenges, a passion for learning, and viewing failure as a springboard for growth are all characteristics associated with a growth mindset.

Not surprisingly, this type of mindset is strongly linked to greater happiness and achievement in life.





Developing a Growth Mindset

INSTEAD OF	SAY THIS		
I'm not good at this	What am I missing?		
I give up	I'll use a different strategy		
It's good enough	Is this really my best work?		
I can't make this any better	I can always improve		
This is too hard	This may take some time		
I made a mistake	Mistakes help me to learn		
I just can't do this	I am going to train my brain		
I'll never be that smart	I will learn how to do this		
Plan A didn't work	There's always Plan B		
My friend can do it	I will learn from them		

Some ideas to help reframe fixed mindset thinking



Attendance - Every Day Counts

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

~SCHOOL IS BETTER WHEN YOUR CHILD IS THERE~



Why it's important

- The building blocks for a great education begin with students coming to school each and every day.
- If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.
- There is no safe number of days for missing school each day a student misses puts them behind, and can affect their educational outcomes.

Attendance - Every Day Counts

Top attendance tips for parents

- Talk positively about school and the importance of attending every day
- Open and prompt communication with C.S.P.S about all absences (on Compass or via phone)
- Avoid making routine medical and dental appointments during the school day or planning family holidays during the term
- Seek help from the school if you are concerned about your child's attendance and wellbeing. Schools want to work in partnership with parents to support student attendance and wellbeing.
- Remember that every day counts







Uniform

<u>an</u>

Our school uniform shows that we all belong and are connected to C.S.P.S. Wearing it shows that we are **proud** of our school.

Uniform stock available to purchase from the office includes:

- o Reversible House coloured hats
- o Gold and Royal Blue Iron On Logos
- o School Bags (any backpack can be used in place of a school logo one)

Other uniform items including, mesh or cargo shorts, girl's rugby skort, short sleeve polo shirts, rain jackets and track pants, can be ordered as requested.

We have all sizes of each item available to try before ordering.

Of course, any gold or royal blue tops or bottoms from local department stores, are also acceptable.









At C.S.P.S we are committed to keeping our environment safe and by working together we can minimise the spread of any infectious diseases by:

- Regular handwashing and use of hand sanitiser stations around the school
- Practising good hygiene, like coughing or sneezing into our elbow
- Staying home if unwell to prevent the spread of disease
- Please notify the school via Compass of any absence related to illness
- Hair tied up that is longer than shoulder length













Communication

Communication is important to make sure that we are working together to ensure the best possible school experience for your child.

Compass Connect allows parents / carers to communicate with your child's teacher regularly.

We encourage you to book a time to meet with teacher's face to face at a time that is mutually convenient to discuss any concerns or to check in.

You will also receive updates on Compass Newsfeed.

Compass will be used to communicate excursions, incursions, camps and any events that may be coming up. It is also where you will find the school newsletter.























What questions do you still have?

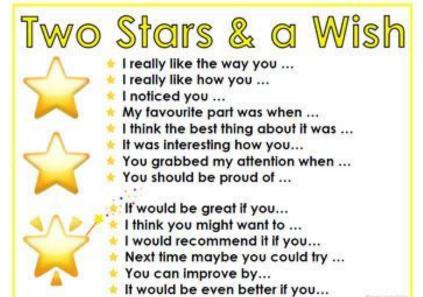




Feedback

Using Compass Connect please send a message to your child's teacher lettings them know:

Two things you liked about the info session



One thing that could be improved

