

COMMUNITY, RESPECT, AMBITION, CONFIDENCE



Dear Parents,
Welcome to 2023 at Research Primary School.
We have had a fantastic start to the year and the students have settled in so well.
This book explains the operations of the Prep area and is designed to assist you to understand the programs and classroom procedures.

Regards,
Avril Baker, Gemma Owen and Mark O'Halloran

Welcome to Prep 2023

We are really excited about 2022 and eager to guide your children to become literate, numerate, articulate and curious young people. This information booklet is an outline of some of the things you may need to know about the year ahead.

Structure

2023 Structure

This year the school has two Prep classes. They will spend most of the time working, playing and learning together. This allows the children to build connections with a larger group of students and to learn from others. It gives the children two teachers to relate to and helps with transitions as they move through the school. This also allows us to team teach at times using flexible 'learning groups'. This creates greater opportunity when catering for the children's needs.

Morning process

Our school day begins promptly at 9.00 am. The children may begin popping their bags inside from 8.50am.

It is important that the children begin to learn to be responsible for their belongings. We like them to follow the morning process of unpacking their school bag, giving 'notices' to the teachers, changing their take home book and putting their mailbags in their black tubs. Please bring the red 'mailbag' to school every day.

Before School Care is available for the students who need early morning care and is open from 7.00am - 8.50 am.

Please register your child with OSHC even if you don't intend to use it regularly as it is a great backup in an emergency.

Communication

Most 'happenings' around the school, including excursion permission forms will be 'posted' to you via Compass. Compass also provides a way of contacting us via email if you need to. Please be aware that we may not respond immediately or even see an email early in the day. We often do not check until breaks or later in the day.

We are always available for a quick chat after school, although we do have meetings on a Tuesday and Thursday. If you would like a longer chat please feel free to organise a time with us.

The communication wallets (mailbags) are fantastic for ensuring that other notices do not go missing. **Could you please make sure that mail bags are returned to school each day.** The mailbags will also contain some of the children's work and their take home reading book.

Absences

If your child is absent for any reason please either contact the school or enter the details on Compass.

Please continue to keep your children at home if they are at all unwell.

Buddies

The Preps all have a Year 5 buddy as well as a Year One buddy.

This program helps with transition to school for the Preps, especially helping them adjust to the recess and lunch breaks. The buddies are a familiar face and another friend to share their playtime with. We plan formal and informal sessions with our buddies throughout the year.

Friendships

Friendships are extremely important for our children, as they assist them to develop social skills. It is great to see all the children playing together.

We emphasise to the children that to have a good friend you must 'be a good friend'. We consistently reinforce the qualities of a good friend, through our social skills and values lessons.

Resilience and Mindfulness

Our program focuses on emotional literacy, mindfulness, gratitude and empathy as well as building self confidence. We emphasise that 'mistakes are great' because that's how we all learn and that we might not be able to do something yet but by trying and persisting we can achieve great things!

We also focus on becoming more mindful. We practice relaxation as well as activities that help the children's concentration and application. Mindfulness exercises can help the children to develop self awareness and decrease anxiety, to calm down when upset or feeling out of control. It can help them learn to handle overwhelming emotions more calmly.

We explain that we can't always have what we want and we don't always win etc. As teachers we don't always 'fix' things but let the children, with support, learn to deal with set backs and disappointments.

Community Champions

This year the school is continuing to implement a 'Community Champions' wellbeing program. This focuses on the school values of Respect, Community, Ambition and Confidence.

Our classroom 'star charts' and assembly awards will also reflect these values.

Reporting

During the year there will be four formal ways of reporting the students achievements to you. Two Parent /Teacher/Student interviews in term 1 and 3 and two written reports in term 2 and 4. You may make an extra time to chat with us if wish to have an update or are concerned about your child's progress.

Health Concerns

Please send any medications that your child might need to the office with written instructions.

If your child has asthma please ensure that they have an asthma plan and a puffer/spacer at the office.

Please be mindful that we have some children with allergies to nuts at school.

Hats

All children must wear a Research Primary School hat from September to May. Children who do not have a hat to wear will be unable to play outdoors and will be asked to remain under shelter during recess and lunch times. Please make sure that your child's hat is clearly named. (Jackets too please!!!!)

Timetable

Our day consists of a 2 hour, 2 hour, and 1 hour timeslot. See below.

9.00 am – 11.00 am	First learning block
11.00 am- 11.30 am	Recess
11.30 am – 1.30 pm	Second learning block
1.30 pm – 2.30	Supervised lunch eating time and lunch play
1.45 pm – 3.30 pm	Third learning block

Recess is not until 11.00, so please encourage your child to eat a substantial breakfast. We do allow the children to eat and drink if they need to and encourage them to stay hydrated, with access to water at all times.

A 'What's on When' sheet is included in this booklet for your information.

Prep Program

Students in Victorian schools learn English, Mathematics, Science, History and Geography, Languages and the Arts, as well as physical and social learning subjects such as Health and Physical Education and Civics and Citizenship.

Project Based Learning (PBL)

In PBL we build upon the child's natural inclination to learn from direct hands on experiences. We let them follow their own interests but constantly question and encourage them to take the next step to find out more. We provide experiences in science, art, measurement, technology etc. Some activities are 'must dos' others are choices. Children work together to solve problems and bounce ideas from each other. Children read, write and reflect on their experiences and on what they have learnt. In the past we have built an entire town with boxes, made some amazing rubber band powered boats, flown some extraordinary aeroplanes, acted at our theatre and were very sick in hospital. If the weather is conducive, we do like to spend time learning outside.

English

There are three areas of English, Reading, Writing and Speaking and Listening.

Speaking and Listening

is particularly important because...

'reading and writing float on a sea of talk'

.... speaking forms the basis for prediction in reading as well as competency in writing. Speaking and Listening happens in particular during PBL sessions, where the children relate and communicate with each other and are challenged to think more deeply and solve problems. They also reflect on their learning and communicate their achievements during 'share time'. Shared stories and rhymes are an important way language is modelled to the children. We also question the children and expose them to words and ideas that help develop a more extensive and expressive vocabulary. We encourage the children to always speak in sentences.

Reading

Initially our task is to create excitement and enthusiasm for reading. Take home books are to share and enjoy. Talk with your child about the title, the pictures, the words etc. Ask what might happen, what will happen next and what actually happened in the story. Most children will not be able to read their first take home books, however if they can read it is crucial that your questioning helps them develop mature comprehension skills. Please record their reading and return the folder to school each day.

The Magic Words lists include the most common words that children will be exposed to in their early reading and writing. They will be encouraged to read and write these words. They are a great help for the children as they embark on their reading adventure. We say each word three times as we read them, as this helps them become part of the long term memory.

Please read the 'Golden Words' with your child and help them to recognise them in the books that they bring home as well as in the world around them.

It is important to note that each child will progress at their own rate through the colour levels. Please emphasise to your child that it is not a race or a competition!

In the classroom we begin a reading session with the shared reading of rhymes, familiar predictable texts and children's sentences. We focus on rhyme, alliteration, words, letters, left to right, 1:1 matching of spoken and written words and the use of pictures to predict meaning. We also introduce the Golden words.

In line with recent developmental studies, along with the introduction and consolidation letters and the sounds they make, we also concentrate on hearing and isolating sounds in words, (phonemic awareness). This approach has been recommended by leading speech therapists as well literacy educators.

Writing

We use the children's experiences at home and at school to help make each writing task authentic and meaningful. The children are encouraged to 'have-a-go' when they are writing, to listen to and try to write the sounds that they can hear in each word. This may take the form of random strings of letters or one or two letters for each word. However acknowledging and praising their attempts at isolating sounds helps them to build confidence and pride in their achievements.

It is important for the children to develop the confidence to try and write unknown or 'tricky' words, therefore we encourage them to 'have-a-go' at writing these words, rather than spelling the words for them. As the year progresses we will begin to focus more on the correct use of punctuation and simple ways that we can connect two ideas.

As the children begin to develop their writing skills we focus more on the correct use of

upper and lower case letters. We are using the NSW foundation script instead of the Victorian cursive script as it is much easier for the children to write. We have attached a copy of the letters in this booklet.

Maths

At the start of the year we focus on helping the children develop mathematical thinking by recognising, repeating, extending and creating patterns. We also focus on sorting and classifying a range of objects and communicating the criteria used to form these classifications.

We spend time developing the language of Mathematics, such as before, after, between, more, less, longer, shorter etc. These are words that you can discuss with them at home.

We make and compare sets of objects and estimate and count them. We use a problem solving approach to complete challenges and as the year progresses we encourage the children to use a range of strategies such as: count on, count back, doubles, near doubles, make to ten, to help solve these problems.

We work on building up basic number facts about numbers to ten. (6 is a 2 and a 4, a 3 and a 3, 1 less than 7 etc.)

We use informal units to compare and measure mass, length, time and capacity and we create and interpret simple picture graphs. We also explore two and three dimensional shapes.

As the year progresses and children develop skills in Mathematics and Literacy the classroom program will begin to differentiate and cater more and more for each child's individual needs and abilities and build on their strengths. This may be done by grouping children with like needs or by developing tasks that are 'open-ended' and allow children to solve problems at their own level of development. (eg: tell me all you know about 10)

Japanese

During the year the children will be introduced to some basic Japanese language as well as learning about aspects of Japanese culture. Sulabashi!

Specialist Programs

We are fortunate enough to provide a range of specialist programs. These include Visual Arts, Physical Education, Science and Technology as well Library sessions. In term 1 and 2 the children have 2 PMP sessions per week where they develop and consolidate their balance, co-ordination and spatial awareness as well as being introduced to the fundamental motor skills that form the basis of all future sporting activities. The children also have the opportunity to take part in private keyboard, guitar and lessons.

Physical Education

The Physical Education program will provide opportunities for students to learn through movement. We will focus on helping students to develop and practise fundamental motor skills through active play and structured movement activities. Our aim is improve competence and confidence in their physical abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings including indoor and outdoor. In all our sessions we will have an emphasis on fun!

Art

In Art this year the students will be investigating elements of art such as colour, line, shape, value and texture. They will explore these elements using different mediums like paint, oil pastels, collage and clay. RPS students do not need to bring their own art smock, they will have access to one in the art room.

Science and Technology

Welcome to Science and Technology, my name is Ms Rebekah and I look forward to an exciting year of discovery with our RPS students. This year we shall be exploring the world around us. In Biology, the students will be investigating various fruits and vegetables, sustainability including saving water and bush tucker. In Chemical Science, the students will enjoy experimenting with foods, observing what they produce when mixed together. In our Earth and Space unit, the students will learn about the seasons, weather and traditional materials including those used by Aboriginal and Torres Strait Islanders, In Physical Science, the students will experiment with the push and pull effect and various vibrations. During the sessions, the students will have the opportunity to explore through hands-on experiments, to predict, test and reflect on their own learning

RESEARCH PRIMARY SCHOOL
1570 Main Road Research 3095
Tel 9437 1917 Fax 9437 1058
www.researchps.vic.edu.au



