



VARDYS ROAD PUBLIC SCHOOL

Quality Education in a Caring Environment

Address: Vardys Road, Kings Langley, NSW 2147
Telephone: (02) 9624 3051
Fax: (02) 9838 7048
Email: vardysroad-p.school@det.nsw.edu.au
Website: www.vardysroad-p.schools.nsw.edu.au

19th February 2019

STAGE 1 – 2019 PARENT INFORMATION

Welcome to another year at Vardys Road. We are greatly looking forward to teaching your children in what will be an exciting, busy and productive year. The Stage 1 staff appreciates the importance of working with you as partners in the education of your child.

This year, Stage 1 has followed a stage based model for its class structure. All NSW Syllabus documents are stage based and every class works through the same content at a rate that is based on student needs, with students working through a cyclical program over two years.

Composite classes have been shown to help both older and younger students with confidence, help develop collaborative learning skills and foster independent working habits. Leadership, tolerance and cooperation are other important skills better developed in composite classes. Our staff believe that the most important factors on student performance and welfare are teacher student relationships, clear success criteria, comprehensive formative and summative assessment and quality explicit teaching. Your child's growth will be maximised if they know where they are on their learning journey, what they are aiming for and how they are going to get there.

Your teachers for this year are:

1/2 Clover	Miss Lisa Tabone	lisa.tabone8@det.nsw.edu.au
1/2 Mint	Mrs Samantha Barker	samantha.stock2@det.nsw.edu.au
1/2 Shamrock	Miss Sarah Dunkley	sarah.dunkley@det.nsw.edu.au
1/2 Fern	Mrs Carolyn King (M-W)	carolyn.r.king@det.nsw.edu.au
	Mrs Jaime Davies (Th-F)	jaime.davies5@det.nsw.edu.au
1/2 Emerald	Mr Brett Murphy	brett.murphy19@det.nsw.edu.au
1/2 Jade	Miss Jenean Hafza	jenean.hafza1@det.nsw.edu.au
1/2 Apple	Miss Lyndall Fuller	lyndall.fuller1@det.nsw.edu.au

Below is a brief overview of this year's work, procedures and expectations.

ENGLISH

The English program consists of *Speaking & Listening, Reading & Viewing, Writing & Representing, Handwriting & Digital Technologies, Spelling & Grammar and Punctuation & Vocabulary*, which is embedded throughout each strand of English.

- *Speaking & Listening* - Developing confidence as oral communicators is our aim. We will achieve this through informal news time, presenting information as part of reading and writing lessons and throughout the Integrated Topics. We will particularly look at asking and answering questions, participating in discussions using an outline such as "I think.... because ..." and in providing an oral retell and response to books and events. Students will present a prepared Topic Talk once each term, which will be linked to the Integrated Unit. It is important that all students prepare and present topic talks, as it is part of the curriculum. It will also assist in developing public speaking skills ready to participate in the Vardys Road Public Speaking Competition at the end of Term 3.
- *Reading and Viewing* – Guided and independent reading lessons are planned during daily reading groups. Children will participate in guided reading groups at their own level, with the purpose of developing accuracy, fluency, expression and comprehension as they move through reading levels. Modelled reading is usually linked to our Integrated Unit and specific reading strategies. Phonics, grammar and punctuation features are also addressed. Many parents like to help within the classroom during reading times. If you are able to help please let your child's class teacher know. We appreciate any time that you can give.

- *Spelling and Grammar* – Stage 1 have a weekly phonics focus for explicit teaching. Students experience sequential phonic activities in class based on the 'phoneme of the week'. Our Scope and Sequence for phonics instruction uses a 'synthetic' phonics approach which places the emphasis on improving phonological and phonemic awareness rather than memorising words.
- *Writing and Representing* - Writing experiences are linked to modelled reading or topics in HSIE or Science. Children will be taught specific ways of writing for various situations with a focus on teaching students that the style of writing should suit the reason/purpose for which they are writing.

MATHEMATICS

- The strands of *Number & Algebra, Measurement & Geometry and Statistics & Probability* form the basis of our work. Working Mathematically is an important aspect of each strand in thinking through and solving problems related to everyday situations. Daily lessons will involve counting and numeration activities with a mental computation focus. Most activities will have a practical aspect and children will write, draw and explain their calculations in a Maths journal/exercise book. In Stage 1 we will count, read and write to 100 and then progress to 3 digit numerals. We will also count by 2s, 3s, 5s and 10s. We will use ten frames, number lines, arrays and various concrete materials. Doubles, bridging to 10 and using the jump strategy in adding and subtracting is taught in Stage 1. Our school utilises the Mathletics program. It is hoped that your child can access this regularly during the week to complete the set activities.

PDHPE

- Stage 1 has a weekly hour session of PDHPE with Mr McDonald. During this time, Stage 1 students will be instructed on Health and Safety programs as well as fitness activities. Additionally, students will participate in a weekly Stage 1 fitness session. Sport is on Friday mornings from 9am to 10am. At this time, students rotate through various activities, which incorporate skill development and fitness. Parental assistance in this initiative is always appreciated. All students need to bring their hat every day so they can safely participate in Sport and Fitness.
- The K-2 Athletics Carnival will be held in Term 3 within the school grounds. Our Year 2 students will attend a number of Year 2 to 6 carnivals this year: Swimming, Athletics and Cross Country. Please note that only students who are turning 8 during this calendar year may compete competitively at these events.

HSIE (Human Society & Its Environment) AND SCIENCE OVERVIEWS

- By the end of Stage 1, in *History* students identify change and continuity in family and daily life using appropriate historical terms. They relate stories about their families' and communities' past and explore a point of view within an historical context. They identify and describe significant people, events, places and sites in the local community over time. Students describe the effects of changing technology on people's lives over time. Students sequence events in order, using a range of terms related to time. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.
- By the end of Stage 1, in *Geography* students describe the natural features of different places, including the weather and seasons, and recognise that places exist across a range of scales. They describe human features of places, including how spaces can be arranged for different purposes. Students investigate how places are managed and cared for and discuss the connections people have to different places. Students pose questions and collect and record information to answer these questions. They represent data in tables and on maps. They interpret geographical information to draw conclusions
- By the end of Stage 1, in *Science* students engage in the processes of Working Scientifically, and Design and Production. They participate in guided investigations, pose and respond to questions and make predictions. Students collect and represent information using a variety of methods. Students generate and develop design ideas and solutions that they communicate with labelled drawings and models and through the use of digital technologies where appropriate. They provide explanations about what they have done and evaluate their ideas using predetermined criteria. Students describe the external features, changes and growth of living things and how their environments provide for their needs. They identify how plants and animals are produced for food and fibre. Students investigate the characteristics and properties of materials, how they can be changed and combined for a purpose. Students identify heat, light and sound energy and explore how forces and energy can be used. Students identify the components of digital systems and explore how data is represented through pictures, symbols and diagrams.

HOMework & HOME READING

- This year Vardys Road PS will be conducting a homework review, which means we are trialling different formats and programs for Homework and seeking feedback from parents, teachers and students. In Term 1, there will be several different homework options for your child to engage in. More information about opportunities to provide feedback will be provided soon. Homework will begin in Week 5.
- Each student will need a document folder to store their Home Reader, they can use the blue home reading folder they received in Kindergarten. Students are provided a book from their teacher that they should be able to read with minimal support. This enables your child to read **with confidence and greater fluency**. Students may choose to read interest books from their home library or the school library. Read for ten minutes every night. Before reading, tell your child the title and ask them what the story may be about. After reading the story, ask questions about the story and get your child to find some of the words in the book. Please sign the home reading sheet that comes home in the folder when you hear your child read each day. A reading award is given in class when a sheet is completed. This is a vital component of your child's reading development and we would encourage every student to read nightly. Home reading is designed to reinforce class work and is designed to be 'easy' for your child to read so that oral reading fluency is developed and your child is phrasing and using expression when reading aloud. Remember enjoyment is the key to home reading.

EXCURSION

This Year Stage 1 are visiting Taronga Zoo on Tuesday 26th March. This excursion supports our Term 1 Geography unit 'Big things and Backyards'. Further information about the excursion will be sent home soon.

PARENT HELPERS

The Stage 1 teachers would greatly appreciate the assistance of parent helpers. If you have not already notified your class teacher of your availability, please do so. You will need to fill out a form at the front office and obtain a *Working With Children Check* clearance. If you have not already done so, you may apply for this at any Roads & Maritime Service Centre. For more information please visit www.newcheck.kids.nsw.gov.au

PARENT/TEACHER INTERVIEWS

Parent/Teacher interviews will be held on Tuesday 2nd April. If this date is not suitable, you will have an opportunity to lock in another time during that week. Please utilise this time to meet with your child's teacher. You are always welcome to arrange a meeting with the class teacher and/or Stage Supervisor at any time throughout the year.

SUPPORTING YOUR CHILD AT SCHOOL

If you have any concerns regarding your child's progress or wellbeing, please contact the class teacher or Stage Supervisor, Mrs Belinda Barber. Please be aware that there are a number of support personnel within the school who provide assistance and additional support for students, teachers and parents when needed. These include; Heidi Bennett and Karen Davis as part of the Learning and Support Team, Carolyn Lennon, the School Counsellor and Daniel Tuckwell, the Community Wellbeing Officer.

The Stage 1 teachers are looking forward to working with you this year, to provide a nurturing environment and allow for quality learning experiences for your children.

Belinda Barber

Assistant Principal – Stage 1 belinda.barber2@det.nsw.edu.au