Preparing for Learning

We would like to send a huge thank you to our parent community for having their children at school on time each morning. With our hectic modern lives it is important that we make effective use of our time. School is very similar.

Therefore, the 8:50am starting bell allows our students to prepare and be fully engaged to begin learning at 9:00am.

Teachers value the first teaching and learning session of the school day, as it is an important time to tune students into learning and set the tone for the day.

By being prepared in the mornings, our students can fully maximize their learning time.

Read on to find out more about the engaging teaching and learning we have planned for this term.
Level One and Two

English

Reading

This term we will be continuing to implement strategies of the CAFÉ program as part of our whole school approach to Reading.

CAFÉ stands for the strategies of:

- Comprehension – I understand what I read
- Accuracy - I can read the words
- Fluency - I can read accurately, with expression and understand what I read
- Expanding vocabulary – I know, find and use interesting words.

Through guided reading and individual conferences the teacher and student identify one of these areas as a point of need and this becomes the student’s personal learning goal.

Students are encouraged to select books that are suitable for them from the Library and from their own classroom libraries, which are used for Independent Reading sessions.

Each student has their own personalised “green book box” which holds their good fit books. As they read they record their thinking in their Reading Journal.

Writing

In Writing the structure of Recounts and Descriptions will be explored this term, as well as explicit teaching of the formation of letters in Handwriting.

Spelling

Each student has the opportunity to improve their spelling through a combination of explicit spelling lessons, individualised spelling words and words related to class discussions. Spelling with meaning and looking at strategies to improve accuracy is a key component of the program.

Speaking and Listening

Students have the opportunity to improve their speaking and listening skills through presenting their work, group discussions and hands-on activities that promote and target oral language skills.
CAFE Reading Program—what exactly is it?

This year in our literacy time, the whole school will be using the CAFE reading program.

This program emphasises the importance of Comprehension alongside Accuracy, Fluency and Expanding vocabulary. The children will have individual reading goals and have opportunities for personalised one on one conferencing with the classroom teacher.

The students each have their own personalised library in which they select ‘just right’ books for their own level and interest. They are encouraged to “track” their thinking with post it notes and to share their understandings of the book with the class.

Research shows that one on one work between the teacher and the student, where individual learning goals are developed, is one of the strongest ways to accelerate learning. The CAFE model is based around one-on-one student/teacher conferences, where students work on a specific reading skill, based on their needs as a developing reader. The CAFE model allows teacher and students to identify strengths and areas for improvement so students can have an individualised learning plan and take ownership of their reading learning.

As the CAFÉ reading program is a whole school approach, each classroom in the school will have a CAFÉ menu or display to demonstrate the particular reading skills that we have been learning about in our classroom each day. You will see this growing throughout the year in every classroom. Some of the strategies that we may be learning in our reading sessions this year are checking for understanding, questioning, visualising, predicting and summarising. We will be learning many other strategies to improve our reading further as good readers comprehend the text.

In a reading session, it is typically comprised of the following: a mini lesson – where the reading strategy is introduced, a collaborative activity (turning and talking) and an independent activity such as independent reading, partner reading or a reading group. There is an opportunity at the end of each lesson for the students to share their thinking with the class and for the class to reflect on their learning.
**Reader Bags and Communication Diaries**

Each student in Level 1 and Level 2 has a school issued diary. This is brought to school everyday and is used to track home reading and for communication between the teacher and parents.

Parents are encouraged to communicate via the diary, which is checked daily by the teacher. Parents, please sign the diary each day as you fill in the reading log, showing what you have heard your child read.

To compliment the CAFE reading program, each child is expected to have a “take home book” to practice their independent and shared reading skills at home. We recommend that your child discusses the story with you or writes a brief entry in their diary to ensure understanding of the text.

It is important that each child logs their reading as it occurs in the diary each day.

**Reading Recovery Program**

Learning to read and write occurs every day in many situations both in the classroom and at home. Parents and teachers work together to support children as they develop their reading and writing abilities. Glen Waverley Primary School is fortunate to offer the Reading Recovery Program for many children in Year One who need extra support with reading and writing.

The Reading Recovery Program was researched and developed in New Zealand and has been extremely successful in many countries for more than 20 years, assisting thousands of children to make rapid progress in their reading and writing. When comparing Reading Recovery to other literacy interventions you can visit the What Works Clearinghouse report on beginning reading programs. This report is based on research that meets the strictest standards of evidence. Among all programs reviewed, Reading Recovery received the highest rating in general reading achievement and positive ratings across all four domains — alphabetics (phonics and phonemic awareness), fluency, comprehension, and general reading achievement.

A specially trained teacher teaches Reading Recovery, and designs an individual reading and writing program to meet each child’s particular needs. The Reading Recovery Program enables these children to become active and independent readers and writers, who are better able to join in the daily literacy activities of the classroom.

Every day the child has a thirty minute individual reading and writing session in addition to the daily regular classroom instruction in reading and writing. During this 30 minute lesson the child;

- Reads three or four familiar books to gain confidence and fluency in reading
- Writes a sentence using their own ideas
- Re-assembles the cut-up sentence to practice searching for words

A child may participate in the program for twelve to twenty weeks. The classroom teacher, Reading Recovery teacher and the parents work together to support the child to make accelerated progress.

Lyn Clugg has been trained as a Reading Recovery teacher and has had eight years experience teaching the Reading Recovery program. She looks forward to working with the selected children as the Reading Recovery teacher at Glen Waverley Primary School once again this year.

**Music**

In Level One and Two, students are required to have a flutophone for their music lessons. These can be purchased from the school office. They are similar to the recorder, but the fingering holes are closer together with a raised edge, specifically designed for little fingers.

**Art**

Our Uniform Shop does sell art smocks, but you can also purchase an art smock from many different outlets. The main thing is to ensure your child has a smock that is waterproof, with long sleeves, that covers as much of their school uniform as possible.
Mathematics

Glen Waverley Primary School were privileged in 2013 to obtain the services of Michael Ymer, a world renowned Mathematics specialist. Michael worked with the staff in presenting relevant, engaging and meaningful Mathematical activities that enhance the students learning. Concrete materials such as unifix cubes, multilinks cubes, counters and icy-pole sticks will be used for the students to manipulate, model and show their understandings. Games to develop number facts, skills and strategies are an integral part of the teaching of Mathematics.

Level 1
The Level One Mathematics program for the term encompasses a range of topics. These include ordering, counting and modelling. The students will be counting by 1’s and skip counting by 2’s, 5’s and 10’s. We will explore that place value of numbers up to 100. Students will be developing number facts to 20 using simple problem solving strategies to explore different ways to make numbers eg. 12 + 8 = 20 so does 15 + 5 = 20. We will also be identifying and describing shapes and graphing data.

Level 2
In Level 2, students will be counting by 5’s and 2’s and exploring place value to 500. In learning about fractions, students will be exploring halves and quarters. In Measurement, the students will investigate calendars as a measure of time as well as clocks to tell the time to a quarter of an hour. They will also be looking at length, the area of 2D shapes as well as their properties. Students will graph data and interpret the results as conducted through classroom surveys.

Individualised Teaching Practice
All students master Mathematical concepts at different rates, therefore the teaching of Math includes activities with multiple entry and exit points to enable open-ended learning tasks.

Nude Food
At Glen Waverley Primary School we encourage all students to bring “Nude Food” to school. This means that food is brought to school in reusable containers without wrappers. By doing this, we can reduce the amount of rubbish that gets into our yard and helps

Lunch Orders
Lunch orders can be ordered from Gourmet Delish, a reputable company trusted to handle our school lunch order program. Lunch orders can be ordered online at www.studentlunch.com.au. Parents will need to set up an account to begin, but the process is easy with step by step instructions.

Lunch orders are delivered at 1.30pm so please ensure you provide your child with a healthy snack and brain food for earlier in the day.

Brain Food
At 10.00 am each day, students are encouraged to have ‘brain food’. This is either fruit or vegetables and is helpful in keeping the children’s brains nourished and ready to learn. It is helpful if the fruit and vegetables are cut up ready to be eaten quickly to avoid taking along time to eat.
Inquiry Learning

At Glen Waverley Primary School, we are committed to actively leading curriculum development in Australia. In response to the new National Curriculum Guidelines, we are very excited as we engage in programs that are educationally sound and provide the students with a variety of opportunities to learn and inquire as they develop their “globalized learning”.

**Level One and Two Unit: One Big Family**

This Term, students will inquire about how our identity is shaped by the culture of our family. We will be looking at how families are similar and different around the world and investigating what are the special qualities of our families. This includes:

- roles and responsibilities,
- types of jobs each family member has
- likes and interests and
- cultural celebrations.

We will do this through sharing ideas, class discussions, research, collaboration, various thinking tools such as graphic organisers and ICT will be integrated through our the unit to support our inquiry.

This topic will draw heavily on information that can be provided by parents and grandparents. We would love to be approached by parents that may be interested in supporting this unit by sharing what makes their family different and or special from other families, their interests and likes, jobs that each family has and any cultural celebrations that the family participates in.

**WHAT WILL GUIDE OUR INQUIRY?**

Inquiry Learning Focus:

*Families create our first sense of belonging to a group of people. Our identity is shaped by the culture of our family.*

Inquiry Conceptual Understanding:

- Families around the world share characteristics, but are also unique.
- People share a need to belong to a family.
- Families build their own special memories and traditions

Inquiry Focus Questions:

- How are families the same? How are families different?
- What do I think is special about my family?
- How does my family compare to other types of families in Australia?
Better Buddies

Much to the delight of our junior students, in 2014 we are again using the Better Buddies Program as the back-bone of multi-age peer support program. Better Buddies was developed by the Alannah & Madeline Foundation, in response to the overwhelming research that tells us that having a special friend, buddy or role-model in the school from an older grade, drastically improves students’ sense of wellbeing. Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected.

The Better Buddies Program is designed to:
- develop positive cross-age relationships
- provide opportunities for peer tutoring
- contribute to a positive and caring school culture
- contribute to more positive behaviour by providing positive role models
- develop pro-social values and skills
- develop responsibility
- build self confidence
- develop empathy
- promote inclusion

Our Buddy Classes

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Level One and Two Staff

Level Leader:  
Mr Damien Kitch

Level One:  
Miss Samantha Rich  
Miss Liz Kemp  
Mrs Jackie Gilbert  
Mrs Marion Barnes  
Miss Penelope Kolovos

Level Two:  
Miss Nicole Dale  
Mr Peter Shen  
Miss Chloe Walsh

Reading Recovery:  
Mrs Lyn Clugg
**PMP (Perceptual Motor Program)**

**What is PMP?**

In Terms 2 and 3, the Level One Students will participate in a valuable program called the Perceptual Motor Program (PMP). The Program aims to improve student’s cognitive and motor abilities and teach children perceptions and understandings of the world through movement. The students participate in a series of different tasks aimed at improving; eye tracking, balance, hand/eye/foot coordination, fitness, locomotion and understanding of concepts (eg. on, in, through, under). The activities include running, hopping, skipping, jumping, balancing, crawling, climbing, throwing, catching, bowling and sliding, whilst using a variety of physical apparatus.

**Why do we have PMP?**

By continually practising and improving these very important skills, the children become more aware of how to manipulate themselves in the world that they live in, according to the situation and their interests. The students also gain the ability to greatly enhance motor abilities that will help them in areas such as writing (fine motor skills such as holding pencils), memory, language skills and give them the ability to lead them into major games and skills. The program also aims to improve student’s confidence through working as a team and getting them to try things that they may not otherwise do and looks to improve other team and individual based skills such as problem solving.

**How can I help?**

The success of the PMP program relies heavily on parent helpers and is a great way for parents, grandparents or other family members to be actively involved in their children’s education. If you are able to assist with the PMP Program please see your classroom teacher as we would love to have your help!

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**Home Learning**

Students in Level One and Two will receive their Home Learning tasks every Friday.

Tasks are due back the following Friday. This allows the students seven days to complete their tasks in an easier timeframe that promotes organisation and independence.

Please refer to the guidelines that have been glued into your child’s Home Learning Book.

Each week, students will be set tasks that compliment what they are already learning in the classroom.

There will be components that include Reading, Mathematics, Spelling, Inquiry and House Points.

Mathletics and Reading Eggs are an essential part of the Home Learning program.

We ask that you read through the guidelines and discuss these with your child to promote the same message about the importance of the Home Learning tasks that they receive from their teachers.
Assemblies at Glen Waverley Primary School, serve to develop a positive school ethos that affirms the school’s identity and celebrates student achievement.

Assemblies can make a positive contribution to pupil self-development and therefore be at the heart of raising achievement and standards. Student achievement is celebrated at assemblies with students recognized for outstanding contributions in the classroom, school yard or work ethic.

At our assemblies we promote the pursuit of excellence in all its forms.

Parents are invited to join us for assembly, and in Term One, assembly will commence at 2:50pm and last for approximately half an hour.

This allows enough time for teachers to return to their classrooms where children will then be dismissed.

The assembly for Term One will be on Friday, February 21st and will be held in our school hall.

We hope to see you there!