

# **Level 1/2 Information Evening**

**Term 1, 2021**

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# CURRICULUM

## How we teach reading

**Vision:** At CRPS we want students to develop a love of literacy and to be equipped with the skills they need to explore and appreciate their world.

- 5 hours of reading lessons per week
- Explicit instruction of reading skills and strategies as a whole class, small group or individually
- Examples of Methods of Instruction
  - Modelled reading
  - Shared reading
  - Teacher focus groups (eg. Guided reading)
  - Conferencing – individual goal setting
- Independent reading
- Buddy reading



## Opening

5 minutes

Used to share the learning intention and build the "need to know" for the lesson.  
*Guiding questions for planning:* What will help students connect one day to the next?  
How will the teacher share specifics of what and why students are learning today?

**Non-negotiables**—Teachers will be familiar with the Victorian Curriculum and the level of students in their class. Planning will be done collaboratively in teams. Teachers will be working with either an individual, a group, or whole class. Resources accessible to students at all times.

## Mini-Lesson

5-10 minutes

Teacher shows students both WHAT and HOW to do the work they will undertake during work time.

*Guiding question for planning:* What do students need from the teacher to work with more depth and more stamina than they would alone?

**Mini Lesson**—Learning Intention and success criteria displayed and referred to throughout the lesson. Explicit teaching of skills and strategies as determined by assessment and/or cohort needs. Co-developed anchor charts and displays to support learning. Exposure to agreed consistent vocabulary. Specific and purposeful use of mentor texts.

## Work Time

20-30 minutes

Students: read, write, and/or talk to work with the content and the learning intention.  
Teacher: confers with individuals and small groups to learn more about the students and to provide appropriate guidance.

*Guiding questions for planning:* What will students DO? What will they read, write and talk about to make the next steps in their learning? What concrete evidence of progress will they produce?

**Instructional Strategies**—High Impact Teaching Strategies, independent modelling of strategies, turn and talk, guided reading, shared reading, literacy circles, reader's theatre, reciprocal reading, book clubs, reading reflection journals (readers' notebooks), use of digital technology to support learning goals where applicable.

## Debrief

5 minutes

Includes both a share-time and a synthesis of learning.

*Guiding questions for planning:* What did students accomplish? What progress did the students make? What do students need next?

**Debrief**—Opportunity to self-assess against the success criteria and identify direction for future learning. Students articulate their learning and the thinking used. Recognise and celebrate learning. Vary from lesson to lesson e.g. Partner, individual, thinking routines, exit pass etc. Discuss misconceptions observed.

## Assessment and Feedback

Ongoing and throughout

Teacher questioning, observation notes, conferencing, goal setting records, anecdotal records, pre and post tests, work samples, checklists, rubrics, standardised assessments, peer and self-assessments, exit strategies etc.

**Roaming/Conferencing**—Teacher engages with students in purposeful conversations about student learning, progress towards learning goals and assessing understanding. Students articulate and explain their thinking. Teachers identify areas of need and perform on-the-spot teaching in order to demonstrate a targeted strategy. Teachers observe and record formative assessment. Feedback is timely and specific, and allows students to adjust their thinking so as to work towards meeting their learning goals and criteria for success.



## Camelot Rise Primary School TEACHING AND LEARNING MODEL *Reading*

**VISION** – Our students will leave Camelot Rise Primary with a love of literacy and be equipped with the skills they need to explore and appreciate the world.

All teachers will model a positive attitude towards reading and use the gradual release teaching model to instill belief that all students can be readers, reinforced in the classroom.

## The Gradual Release Model

### TEACHER RESPONSIBILITY



Figure 1: The Gradual Release Model

## What do we believe about learners at Camelot?

Our students learn reading by being immersed in the elements and aspects of literacy. They are provided opportunities to develop and see themselves as readers and viewers, speakers and listeners, and critical thinkers. Our students are expected to be active participants in their learning, taking responsibility for their efforts and able to learn and improve their skills.

We acknowledge that students learn in different ways and our teaching will reflect the different learning approaches, while likewise providing opportunities for them to work with like-minded students in an environment that caters for these needs. Students will be given support that enables them to move from dependency to independence when learning new concepts in reading.

# How we teach writing

5 hours of writing lessons per week

## ○ Methods of instruction:

- Modelled writing
- Shared writing
- Conferencing

## ○ “Writing Seeds” and Stimulus

## ○ Writer’s Notebook

## ○ The writing process:

## ○ Purpose for writing:

- to entertain
- to persuade
- to inform/explain

## ○ Brainstorm/Plan

## ○ Draft

## ○ Revise

## ○ Edit

## ○ Publish



# How we teach spelling

- Individual assessments
- Students grouped by learning needs
- Teachers identify spelling strategies
- Instruction:
  - unpack spelling strategy/rules
  - multiple meanings
  - how/when to use the word
  - related words
  - Word origins
  - Investigations
  - Vocabulary building

# Speaking & Listening

## ○ Classroom and Specialist opportunities:

- Shared reading (whole class)
- Buddy Reading
- Conferencing
- Whole class/small group discussion
- Circle time
- Class Meetings
- Small group work e.g.. a QUEST group
- Formal upfront presentations
- Pair discussion/Talking Buddies
- Talk, Listen and Learn (Thursday)

# Maths

## Across Level 1/2

- 5 hours of maths lessons per week
- We follow our Teaching and Learning Model when teaching Maths
- Maths concepts are taught at the students point of need
- All students are extended aligned to up to date assessments
- Students work in a variety of ways
  - “One thing five ways or five things one way”
- Students to see links between different areas of the curriculum
- Use a variety of hands on materials
- Essential Assessments – Pre /Post testing
- We used this data to form teaching focus groups and to plan for Teaching and Learning in PLT's
- Mathletics

# Example Differentiation

## **Learning Focus - Time**

Group 1 - focus is o'clock

Group 2 - focus is half past

Group 3 - focus is to the quarter hour

Group 4 - focus five minute intervals

Group 5 - focus duration

Fluid groups.



# **Developing Inquiring Minds – The QUEST**

**Term 1 – Where do I belong? What is my place?**

**(History)**

**Term 2 – How do things move?**

**(Physical Science)**

**Term 3 – Where in the world do celebrations occur?**

**(Geography)**

**Term 4 – How does the weather affects our lives and our world?**

**(Earth and Space Science, Geography)**

# STEM

## What STEM looks like at Level 1 and 2:

- Weekly sessions in the STEM room with a specific focus on science.
- Showing students how the scientific method can be applied to everyday life.
- Hands on practical work involving science, engineering and technology through designing, creating, problem solving and experimenting.

# Digital Technologies

## What DT looks like at Level 1 and 2

- Learning to use a range of devices, including netbooks and tablet technologies;
- Safe computer usage – including Cyber Safety and how to use different types of technology safely;
- Learning how to create files, store and save files, retrieve files correctly;
- Using technology to present thinking processes – making graphic organisers (e.g.. mind-maps);
- Using Microsoft Office programs (e.g.. Word, PowerPoint, Publisher and Excel) to present ideas and learning).
- All computer usage at school is supervised and structured to enhance student learning;

# CRPS Whole School Wellbeing Program

- o School values – Respect, Resilience, Responsibility, Optimism
- o School Oath
- o School Wide Positive Behaviours Support Restorative Practices (2021 and beyond)
- o Buddies
- o Circle Time
- o Buddy Bench and Peer mediators.
- o Wellbeing program focus
  - managing our emotions
  - relationships
  - how to make and keep friends
  - social skills for the playground



# Encouraging your child to be a self manager

- Packing their own lunch box, water bottle and satchel in their school bag.
- Walking from the school gate to the classroom independently.
- Carrying their own school bag and putting it in their bag box.
- Unpacking their own bag when they arrive at school
- Independently changing their take home books, putting their brain food and water bottle in the classroom.
- Toilet breaks encouraged before school, at recess and lunch, rather than in class time where possible.

# How you can support your child's learning

- Ensure your child gets a good night's sleep and has a good breakfast.
- Provide brain food in a separate container (fresh fruit or vegetable in a small, manageable portion (NOT whole carrots or apples!))
- Pack a healthy lunch, including a named water bottle.
- Ask questions, take an interest in what your child is doing in the classroom.
- Get to school on time at 8.45. The bell will ring at 8.50 when your child can enter the classroom to set up for the day and you can alert the teacher to any issues that may have arisen (or make an appointment if more time is needed).
- **The school grounds are unsupervised before 8:45.** Students arriving before this time should be booked into Camp Australia.

# Attendance is important for your child's learning

**Just a little bit late doesn't seem much but.....**



He/ She is only missing just....	That equals....	Which is.....	and over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly <u>Half a year</u>
20 minutes per day	1 hour 40 mins per week	Over 2.5 Weeks per year	Nearly <u>1 year</u>
Half an hour per day	Half a day per week	4 Weeks per Year	Nearly <u>1 and a Half years</u>
1 hour per day	1 day per week	8 Weeks per year	Over <u>2 and a Half years</u>

# Homework

The Homework expectations for students in Levels 1 and 2 are:

- ✓ Reading each night (recorded in Reading Log)
- ✓ Preparation of Talk, Listen and Learn

WEEK BEGINNING: Mon ..... / ..... / .....

Mon /	Title:		Number of Days
	Comment:		
Tue /	Title:		Number of Days
	Comment:		



# Specialist Programs

- o **French and Performing Arts – F-2**  
Rosemary Thom
- o **Physical Education and Sport**  
Cameron Stillman
- o **Visual Arts and Performing Arts 3-6**  
Mary Katsigiannis





# COMPASS

School Manager

We use Compass as a means of communication between classroom teachers and parents.

If you would like any further information about Compass, see the Office.

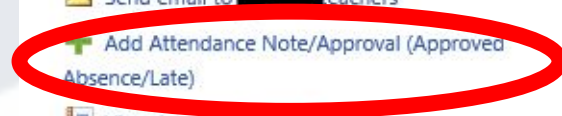

Please check Compass regularly for upcoming events and to log absences

- School Newsletter - available from school website and notification on Compass.

## Welcome to the Camelot Rise Primary School Portal

Use the links listed for each of your children to explore the portal. Please keep your mobile phone number and email address up to date ([Tools > Update My Details](#)). The school will use this to contact you regarding attendance, events, news and more.

- Profile (Attendance, Schedule, Reports)
- Send email to teachers
- Add Attendance Note/Approval (Approved Absence/Late)
- View Academic Reports
- Book Parent Teacher Interviews



**Thank you**

**Question & Answer time**

