

Foundation Information Evening

Term 1, 2022



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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.

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.

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.

CURRICULUM

How we teach reading

We teach:

- Concepts of Print
- Letter/sound knowledge, HFW
- Diagraphs, Blends, Onset and Rime
- Reading strategies (decoding)
- Love of reading
- Comprehension

Methods of Instruction:

- Shared reading
- Modelled reading
- Conferencing – individual goal setting
- Strategy groups
- Language Experiences
- Guided reading groups

Student practice:

- Independent Reading
- Purposeful Reading (Buddy Reading, Book Browsing, Big Book Reading, Independent Reading)
- Book Boxes
- Reader's Notebook

CURRICULUM

Take Home Books and Satchels

- Students will be able to take home several books in their satchels (take home books and picture books)
- Students will take their satchels home each night and they must come back to school each morning. There will be a satchel tub in the classroom where the satchels can be stored.
- Students will be allocated a day each week to swap their books. This is a task that they will complete independently
- Guardians to fill out Reading Log



Homework

The Homework expectations for students in Foundation are:

- Reading 1 school book each night (recorded in Reading Log)
- Read to student, read with student, have student read with you (reading through pictures is encouraged)
- It is ok to read the same book more than once
- It is important for students to have a love of reading so please share yours!

WEEK BEGINNING: Mon / /				
Mon /		Title:		
	☺	Comment:		Number of Days
Tue /		Title:		
	☺	Comment:		Number of Days

CURRICULUM

How we teach writing

- Beginning writing behaviours:
 - Letter formation and handwriting
 - Stringing letters together
 - Using drawing, familiar words, phrases and sentences to convey ideas
 - Letter and sound knowledge
 - Exploring sentence structure
- Stimulus and experiences (writing seeds)
- Use of high quality literature and familiar texts
- Methods of instruction:
 - Modelled writing
 - Shared writing
 - Innovation
 - Conferencing
 - Writing goals

Speaking & Listening

Classroom and Specialist opportunities:

- Shared reading
- Conferencing
- Whole class/small group discussion
- Class meetings
- Small group work e.g. in an Inquiry group
- Formal upfront presentations
- Peer discussion
- Turn and talk
- Buddies
- Informal social interactions

Maths

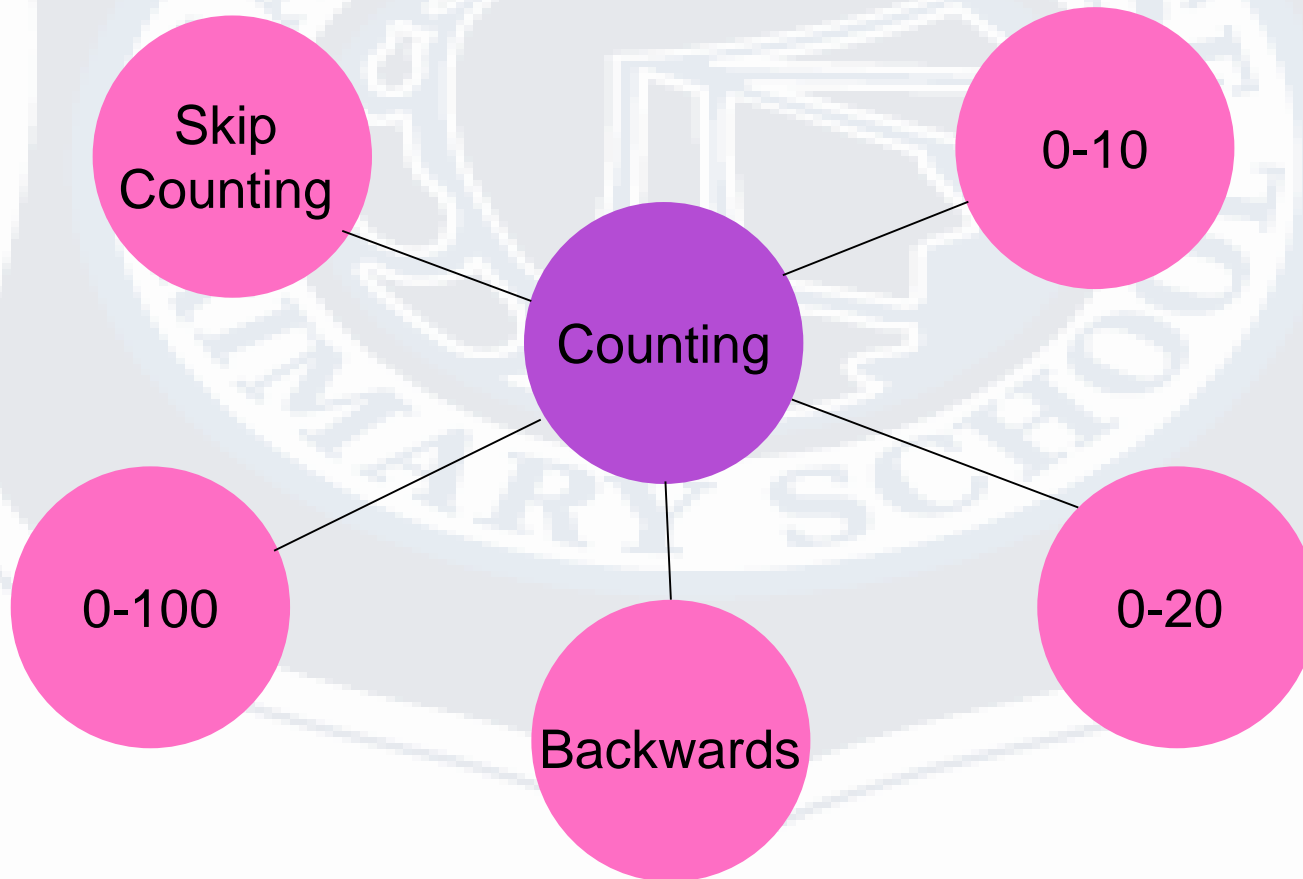
Across Foundation, we:

- Use a consistent lesson structure when teaching Maths
- Maths concepts are taught to point of need (students are supported and extended depending on needs, based off current data)
- Students work in a variety of ways (independent, group, teacher, with and without manipulatives, iPads, collaborating across Foundation)
- Use a variety of hands on materials
- Essential Assessments – Pre /Post testing and teacher observation
- We use this data to form teaching focus groups

Example Differentiation

Learning Focus – Counting

Groups are fluid.



Developing Inquiring Minds – INQUIRY (QUEST)

Term 1 – Choice (Me and School/Home)

Term 2 – Reactions (Seasons)

Term 3 – Inspiration (Stories)

Term 4 – Life and Living (Living Things)

Elements of Humanities, Science, Geography

Digital Technologies

What DT looks like in Foundation

- Devices such as iPads and Netbooks
- All Digital Technology usage at school is supervised and structured to enhance student learning;
- Safe computer usage – including Cyber Safety and how to use different types of technology safely;
- Learning how to log on and off; creating Microsoft documents; manipulating a mouse and keyboard
- Using Microsoft Office programs (e.g. Word, PowerPoint, Publisher and Excel) to present ideas and learning.
- Apps that support learning in all Curriculum areas (such as Literacy and Maths)
- Using DT to support all areas of learning

STEM

What STEM looks like in Foundation

- Hands on experiences
- Group/individual work
- Links to Science, Technology, Engineering, Maths and Art
- STEM room
- Green Room
- Innovative thinking and exploration is encouraged
- STEM is linked to all areas of teaching and learning

LIBRARY

- Weekly Library sessions
- FN and FG - Tuesday
- FJ and FL– Wednesday
- Students have been provided with special library bags
- Students can borrow up to 3 books from the library
- They keep these books at home until their following Library Day
- Keep classroom library books (satchel) and school library books separate (library bags)



CRPS Whole School Wellbeing Program

- School values – Respect, Resilience, Responsibility, Optimism
- School Wide Positive Behaviours Support
 - Framework which assists schools to improve social, emotional, behavioural and academic outcomes for children
 - Requires a school to establish the positive behaviours expected from their students and then work together to explicitly teach these behaviours through student engagement, clear rules and routines, praise and feedback.
- Buddies (F/5)
- Wellbeing program focus
 - relationships
 - how to make and keep friends
 - social skills for the playground
 - self awareness/managing emotions
- Lunchtime activities & Buddy Bench corner
- Wellbeing captains/SWAT (Student Wellbeing Action Team)
- Teachers encourage and foster friendships in Foundation

How you can support your child's learning

- Foster independence and self management
- Pack brain food, a healthy recess and lunch, including a named water bottle.
- The bell will ring at 8.50am 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).
- During this time, students will change their satchel books and organize their belongings. Once this is completed, students may like to play outside until the 9am bell rings.
- If you arrive to school late, the child **must** be signed in by an adult at the school office
- **The school grounds are unsupervised before 8:45.** Students arriving before this time should be booked into Camp Australia.
- **The school grounds are unsupervised after 3:45.** Students unsupervised at this time will need to wait in the office.

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>

Specialist Programs

- **French** – Rosemary Thom
- **Performing Arts** – Deb Hong
- **Physical Education** – Cam Stillman
- **Visual Arts** – Rosemary Thom

English as an Additional Language (EAL)

- Mrs Lani Burgess
- Term 1 conferences
- Offers extra support with the development of the English Language
- Sessions are weekly
- EAL Reports

SeeSaw

- Seesaw is a platform that we will use to share student learning with families
- This could include picture, work samples, student voice recordings etc
- Each term, we will share something liked to the following Curriculum areas (Reading, Writing, Maths)
- We will be sending home student logins (via email) next week
- Families will only be able to see their own child's work



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

