

# **Level 1/2 Information Evening**

**Term 1, 2023**

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# Quality Beginnings

In our first week of school we set up our learning community in our classroom. This involved:

- Classroom expectations
- Morning and afternoon routines
- Understanding how we learn
- Learning about each other
- Developing friendships



# 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.

[Redacted]

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

[Redacted]

# 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



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 eg. 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.

**Review/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**



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

Ralph Fletcher: “We need to set up a community of writers who write from their heart and their head.”

- In the classroom:

- They will use a Writer’s Notebook to help with writing ideas
- We will use a Writing process: planning, drafting, revising and sometimes publishing
- Some texts may be worked on for several sessions
- Writing conventions will be taught in context
- We will examine many different writing forms

# Different writing elements

5 hours of writing lessons per week - minimum

- Methods of instruction:
  - Modelled writing
  - Shared writing
  - Conferencing
  - Language Experience
  - Oral language - EAL (language experience)
  - Writer's Notebook
- Purposes for writing:
  - to entertain
  - to persuade
  - to inform/explain
  - The writing process:
    - Brainstorm/Plan
    - Draft
    - Revise
    - Edit
    - Publish

# How we teach Spelling

We will teach students spelling throughout the week.

Spelling will be differentiated and taught to students to support them at their point of need.

As as school we are developing our spelling program.



# 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
  - Formal upfront presentations
  - Pair discussion/Talking Buddies
  - Take home pet

# 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 according to assessments
- Students work in a hands-on way with a variety of materials
- Students to see links between different areas of the curriculum
- Essential Assessments – Pre/Post testing
- We used this data to form teaching focus groups and to plan for Teaching and Learning in PLTs
- Mathematics

# Inquiry

## Term 1 – Identity: Who am I?

Why is it important to know about our family/ local history?

Students will explore these four key concepts:

- Each of us has a different family history.
- Our family history is important to who we are.
- Change is happening and is a part of life.
- History can be recorded.

# 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;

# Seesaw

Why?

- \*Increased communication between home and school
- \*To provide more authentic examples of student achievement and progress
- \*To develop ICT skills

How and When?

- \*At least 3 pieces per term from classroom teacher, 1 each from specialists over the year
- \*Student codes/family logins
- \*Account/app/platform information

# Discovery

'Play gives children a chance to practise what they are learning'- Fred Rogers

- All level 1/2 classes will have at least one session of focused discovery learning weekly
- Lessons will allow students to develop social and emotional regulatory skills
- Teachers will take assessment notes on personal and social capabilities demonstrated through lessons
- Experiences will be open ended (eg. Lego) or some planned to purposely tie in with curriculum focus (eg. family craft activity to link in with Inquiry).
- Students can work across grades

# CRPS Whole School Wellbeing Program



- School values – Respect, Resilience, Responsibility
- Wellbeing program within the classroom
  - managing our emotions
  - relationships
    - how to make and keep friends
    - social skills for the playground
  - regular circle times
  - buddies for Year 1s
- Whole school focus
  - School Wide Positive Behaviours - new to the school this year and will provide a framework for ALL students and teachers to work positively with expected behaviours
  - Buddy bench and peer mediators

# Homework

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

- ✓ Reading each night (recorded in Reading Log)
- ✓ Participation in the show and tell program

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

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



# Specialist Programs

- **French and Performing Arts – F-2**  
Rosemary Thom
- **Physical Education and Sport**  
Cameron Stillman
- **Visual Arts**  
Deb Hong
- **STEM**  
Lorna Vinar

# Parent Representative

- New in 2023 to help foster communication within the school community
- Class or Year Level Representative (volunteer) to compile a family contact list (opt-in participation), organise family activities out of school hours, providing reminders to parents of any upcoming events and promoting communication between school and parents

**Thank you**

**Question & Answer time**

