

Foundation 2024 Information Night



Foundation Information Session

- ▶ Welcome
- ▶ Administration
- ▶ Excursions, Parent helpers, Communication, School Nursing Program
- ▶ Curriculum
- ▶ School Organisation
- ▶ Assessment Online
- ▶ First Week of School
- ▶ Playgroup - Jo Hewett
- ▶ Uniform Supplier - PSW
- ▶ Camp Australia - Denise



Administration Compass

- ▶ Compass logon details have been sent to all families. Please email the school office if you have not received this.
- ▶ A Compass Guide has been included in your take home (library) bag. Please keep this in a safe place to refer to it later.
- ▶ Parent Payments (School Levies) will be published on Compass in mid January for payment.
- ▶ Excursions and Incursions will be published on Compass for payment and consent as they occur.
- ▶ Absences must be recorded on Compass by the parent/guardian.
- ▶ Outstanding enrolment documents such as immunisation certificates should be forwarded to the office as soon as possible.
- ▶ Early Collection or Late Arrivals - parents must come to the office and sign in or out on the Compass kiosk before going to the classroom. If your child is late to school, please take them with you to the office before walking them to class.
- ▶ Parents are asked not to use the staff carpark to drop off or collect their children.

Excursions, Parent Helpers, Communication & School Nursing Program

- ▶ **Communicating with the teacher**
- ▶ **Excursions/Incursions/Fire Ed/Swimming**
- ▶ **Parent Helpers**
 - ▶ Parent Helper Course
 - ▶ E.g. Student reading, organising the classroom library, supporting the class as a whole
- ▶ **Working with Children Check**
 - ▶ We strongly suggest you register for a Volunteer Working With Children Check and register Camelot Rise as the place you will be volunteering. You will need a WWC to attend excursions or help out with school events. Please send a copy of your card to the school office.
- ▶ **School Nursing Program**
 - ▶ Free service offered to all children attending primary schools in Victoria.
 - ▶ Designed to identify children who may require extra support and to respond to parent/carer concerns and observations about their child's health and wellbeing.
 - ▶ Primary school nurses visit schools throughout the year and provide children with:
 - ▶ the opportunity to have a health assessment
 - ▶ information and advice about healthy behaviours
 - ▶ a link for families to community-based health and wellbeing services



Teaching and Learning Model

Opening 5 minutes	Used to share the learning intention and build the "need to know" for the lesson. <i>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?</i>	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. <i>Guiding question for planning: What do students need from the teacher to work with more depth and more stamina than they would alone?</i>	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. <i>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?</i>	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. <i>Guiding questions for planning: What did students accomplish? What progress did the students make? What do students need next?</i>	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.



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



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.

Reading

We teach:

- Love of reading
- Concepts of Print
- Letter/sound knowledge
- High Frequency Words
- Diagraphs, Blends, Onset and Rime
- Reading Strategies (decoding words)
- Comprehension (literal and inferential)

Methods of Instruction:

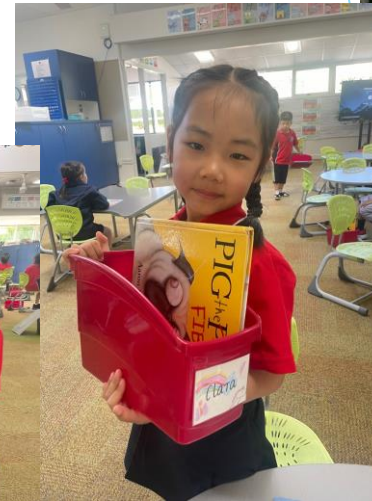
- Modelled reading
- Shared reading
- Interactive Reading
- Conferencing (individual)
- Guided reading groups
- Strategy groups

Student practice:

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

Take Home Books & Satchels:

- Students must bring their satchels to and from school every day
- Important notices/student work/readers will be taken home in the satchels
- Students will be allocated a day each week to swap their books
- 3 take home books and 3 picture story books/non-fiction books
- Guardians to fill out Reading Log. Teacher will check in weekly.



Writing

We teach:

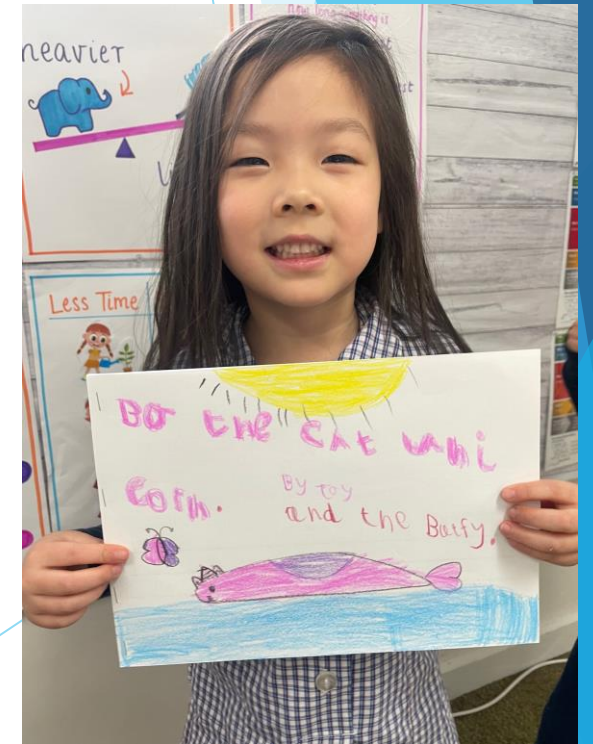
- Letter formation and handwriting
- Hearing and identifying sounds in words
- Letter and sound knowledge
- Exploring sentence structure
- Punctuation (e.g. uppercase letters, full stops)
- Responding to texts and experiences
- Vocabulary

Methods of Instruction:

- Modelled writing
- Shared writing
- Interactive writing
- Strategy Groups
- Guided Writing
- Conferencing (individual)
- Language Experiences
- Use of high-quality texts
- Experiences and seeds

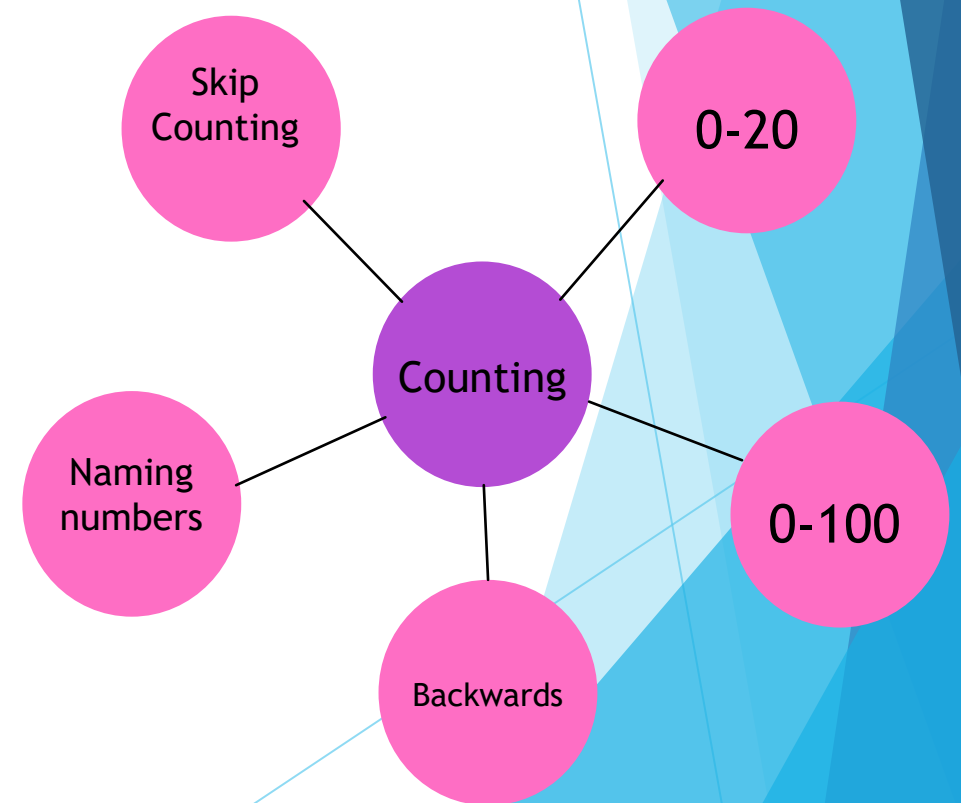
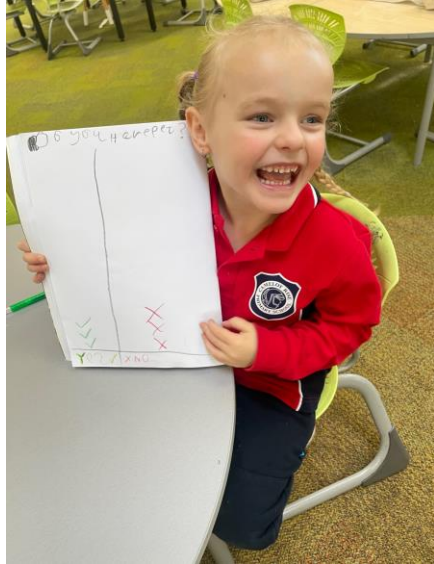
Student practice:

- Responding to texts
- Drawing, labelling, sentences
- Innovating on texts
- Responding to texts
- Book Making etc



Maths

- Concepts are taught to point of need (support and extension provided depending on needs and based off current data)
- We teach understanding, fluency, reasoning and problem solving
- 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
- Assessments - Pre /Post testing and teacher observation
- We use this data to form teaching focus groups
- Fluid groupings
- Differentiation



Curriculum

- ▶ Inquiry
 - ▶ Each term we learn about a new concept that links to the Curriculum
 - ▶ Personal/Social (Term 1)
 - ▶ Geography (Term 2)
 - ▶ History (Term 3)
 - ▶ Geography (Term 4)
- ▶ Spelling
 - ▶ Letter sound knowledge, word families, suffixes, prefixes etc
- ▶ Handwriting
 - ▶ Letter formation and dotted thirds
- ▶ Wellbeing
 - ▶ Social/emotional growth
- ▶ Digital Technologies
 - ▶ Netbooks, iPads, Spheros, Bee-Bot, 3D Printer
- ▶ Speaking & Listening
 - ▶ Formal and informal opportunities to share with classmates
- ▶ Library
 - ▶ 1 session per week. Students can take books home for the week



Curriculum

▶ Discovery Time

- ▶ Cognitive Development
- ▶ Social/Emotional Development
- ▶ Language Development
- ▶ Fine and Gross Motor Skills
- ▶ Physical Development

▶ English as an Additional Language (EAL)

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

▶ Buddies

- ▶ Foundation and Level 5 students
- ▶ Development of caring for others, friendliness, respect, valuing difference, including others and responsibility

▶ Specialists

- ▶ Physical Education
- ▶ French
- ▶ Visual Arts
- ▶ Performing Arts
- ▶ STEM



School Organisation

- ▶ School bell times
- ▶ Break Times
 - ▶ Brain Food, Recess, Lunch
- ▶ Name/label all belongings
- ▶ Satchel (bring to and from school each day)
- ▶ Library Bag (bring on Library session day)
- ▶ Notices
- ▶ Hats
- ▶ School Supervision begins at 8:45am and ends at 3:45pm
 - ▶ If you need to drop your child at school before 8:45am, they need to be booked into OSHC through Camp Australia

9.00am – 9.50am

9.50am – 10.40am

Recess

11.10am – 12.00pm

12.00pm – 12.50pm

Lunch

1.50pm – 2.40pm

2.40pm – 3.30pm



Assessment (English Online Assessment)

- ▶ **Week 1 Tuesday 30th January - Friday 2nd February** are testing days (student free days).
- ▶ Each child will be booked in for a short session on one of the days
- ▶ We will let you know of your testing day and time
- ▶ The English Online Interview is an online tool for assessing the English skills of students from Foundation to Level 2.
- ▶ The interview is one-to-one between a teacher and a student.
- ▶ It assesses students for reading, writing and speaking and listening.
- ▶ Helps teachers understand what your child knows in different areas of Literacy (decoding, comprehension, letter/sound recognition, rhyme etc.)
- ▶ This gives us a base understanding of your child's knowledge and allows us to teach to their point of need.
- ▶ We will be in contact with you to organise a suitable testing time.

First Weeks of School

▶ Week 1

- ▶ **Tuesday 30th January - Friday 2nd February** are student free days for Foundation testing

▶ Week 2

- ▶ **Monday 5th February** is the first day of school for 2024 (different to other levels)
- ▶ On the first day of school, we will have a **staggered start**. Students will be arriving at different times of the morning to ensure they have a pleasant arrival/can spend some time with their teacher.
- ▶ Families will receive a letter with a starting time for the first day of school
- ▶ Your child's starting time may vary from another child's

Things to practise during the school holidays to support your child:

- ▶ Packing school bag including lunch box, water bottle and satchel
- ▶ Opening their food containers
- ▶ Taking off jumpers/jackets
- ▶ Reading books
- ▶ Discuss the importance of building friendships
- ▶ Use of the toilet
- ▶ Being a self-manager



playgroup@camelotrise

The desired outcomes of our playgroup in schools is to:

- Establish connections between families and the school their child will later attend
- Establish connections between families and the local community in relation to services and support networks
- Provide opportunities for social interaction and language development for both the children and the parents
- Build relationships between children, parents and families that can be carried into the school years
- Build knowledge and refine skills through informal play and structured activities



*Learn and grow
together through
play*

To provide a warm, friendly environment where parents and their children are able to play and socially interact within the school setting. This is designed to assist in school readiness and can be seen as the first step in the transition process.

To provide a program including:

- Indoor play
- Outdoor play
- Morning tea

Our playgroup is aimed to help families have fun, relax within the school setting and build friendships that last beyond the playgroup.



Playgroup sessions are on Wednesday mornings from 9 - 10.30am in the Tydeman Arts Centre.

Uniform Supplier



- ▶ Primary School Wear (PSW) is the official provider of the School Uniform.
- ▶ The PSW Store is located at **342 - 350 Springvale Road, Glen Waverley**
- ▶ Buy Online at **PSW.COM.AU** and have your uniform delivered to your home, or choose to use our fast and reliable **Click & Collect** service.
- ▶ School hats are available for purchase from the school office.


CAMELOT RISE PRIMARY SCHOOL
CURRENT UNIFORM

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STORYBOARD 23 Nov 2020



1110130 S/S Polo



1110180 L/S Polo



1100280 Hooded Wincheater



1100950 Soft Shell Jacket Ink



1100375 Skort



1100355 Gabardine Shorts



1103027 Summer Dress



1104002 Box Pleat Tunic



1110465 Classic Pant



1110423 Double Knee Trackpant

ACCESSORIES



8302250 Explorer Backpack



8300396 Primary Pete Bookbag



2513000 Girls Tights



1100507 Legionnaire Hat



1100797 Microfibre Hat



Custom Beanie



*Camp Australia
Before & After School
Care*



Thankyou

Any questions?