



Welcome

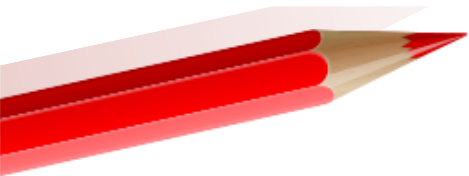
Mrs Walters & Mrs Bryson



2021 Organisation



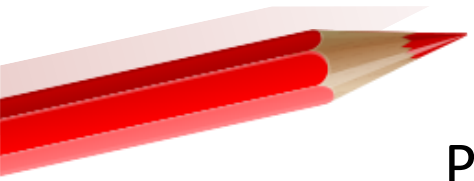
K/1W	Mrs Kim Walters (K-2 Supervisor)
KB	Mrs Danielle Bryson



2021 Equipment



- a pair of earphones or headphones for iPads
- 1 x roll of paper towel
- 1 x liquid hand soap
- 1 x box of tissues to use over the course of the year (these are particularly handy during the winter months)
- a library bag
- a paint shirt, which can be left at school and used during Visual Art lessons to avoid any spillages on their new uniforms



Please ensure your child's belongings are labelled clearly with their name.

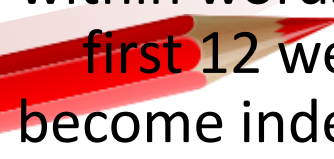
Literacy



What does the daily literacy program look like for Kindergarten students?

Students work in fluid and flexible groups of 3 students, at least 3 times a week, for guided reading and guided writing. In guided reading lessons, students are exposed to a range of texts, are taught a range of reading strategies and conduct word work and comprehension activities after reading. Guided reading occurs all throughout the year.

In guided writing lessons, students and the teacher jointly construct sentences that are planned around words they already know, words they need to learn, identifying sounds within words and segmenting words using syllabification. Guided writing occurs for the first 12 weeks of school or until students are equipped with the skills they need to become independent writers. Our writing focus then shifts to responding to books that we have read as a class.



Literacy



What independent activities are the students engaging in?

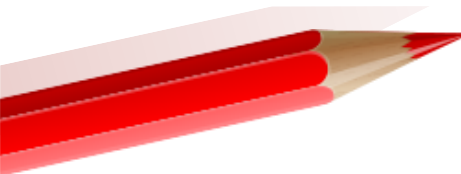
While the teacher is working with students in these small groups, other students are engaging in independent, self-regulated activities that cater for their emerging literacy needs and reflect the content being taught in their guided reading or writing lessons and other Key Learning Areas.

Some examples of activities may include, but are not limited to, fine motor activities, phonemic awareness activities, rhyming activities, activities that reflect the sound or sight words being taught that week, writing stations, reading areas where students can practise reading independently, technology stations and exploration stations that may link to our Mathematics, Science, History or Geography units.

Literacy



In addition to this...

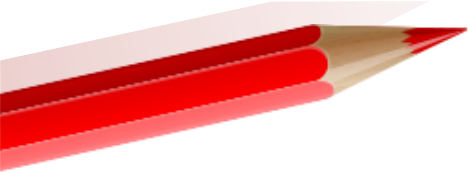
- 6 new sight words are introduced each week
 - 1 to 2 sounds taught per week. We begin with single sounds and then work towards teaching students digraphs and how to blend two or more phonemes together
 - Students will engage in lots of classroom discussions around identifying and analysing the 'big messages' in the stories we read and making connections between stories and their own lives.
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Numeracy



Mathematics lessons are taught daily and follow a whole school scope and sequence. A new topic will be introduced every 1-2 weeks, depending on the students' numeracy needs and abilities.

Children engage in a range of hands-on, differentiated activities to consolidate and demonstrate their understanding of mathematical concepts.



Numeracy



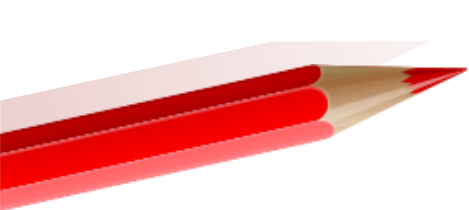
Number and Algebra	Measurement and Geometry	Statistics and Probability
Whole number: counting, reading and writing numbers correctly	Length	Data
Addition and subtraction	Area	
Multiplication and Division	Volume and Capacity	
Fractions and Decimals	Mass	
Patterns and Algebra	Time	
	Three Dimensional Space	
	Two Dimensional Space	
Working Mathematically (<i>problem solving</i>) is a process that will be linked into each of the content strands		
Communicating		
Problem Solving		
Reasoning		



Science & Technology

Science lessons are taught every week by Mrs Brooke Johnson.

Weekly Class Science Day	
K/1W	Thursday
KB	Wednesday



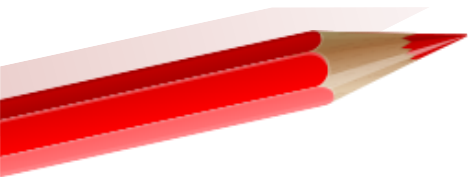
Term 1	Term 2	Term 3	Term 4
Physical World	Material World	Earth and Space	Living World



STEM



STEM Groups is a new initiative for Copacabana Public School. Throughout the year, **all** students will have the opportunity to experience STEM (Science, Technology, Engineering and Mathematics) in stage-based groups. These groups will change each term and the students will be able to experience a variety of STEM based challenges. The STEM Groups will be taught by Mrs Mumford and Mrs Johnson.

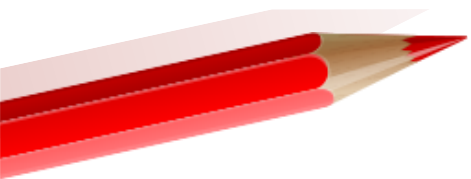




History and Geography

Weekly lessons are taught by class teachers.

Term 1	Term 2	Term 3	Term 4
Personal and Family Histories		People Live in Places	



Kindergarten Sport

- Kindergarten sport day is Thursdays and each week focuses on developing the following fundamental movement skills

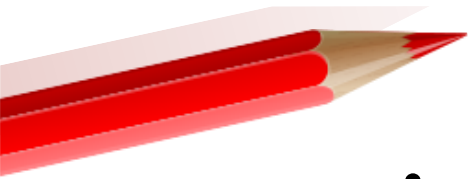
balancing running kicking striking catching throwing skipping galloping hopping dodging leaping jumping

- We will also be participating in a 4 week Tennis program on Tuesdays
 - School Cross Country Carnival – Week 9
 - Athletics Carnival – Term 3



Rules, Child Protection and Values

- Class and School rules
 - Road Safety
 - Child protection
- Social-emotional program ('The Worry Woos')
- Values education program that highlights a new value each month



Creative Arts



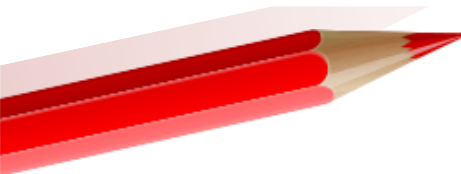
Visual Arts

- Weekly lessons are taught by classroom teachers
- Art and Craft lessons will cover a variety of techniques
- Students will explore different artists and their artworks
- Art will be linked to other KLAs and learning areas e.g. stories read, sounds learnt that week

Creative Arts



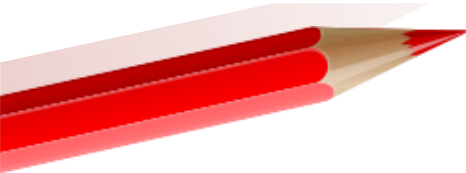
Dance / Drama / Music

- Will be covered during Creative Arts lessons in class as per a whole school scope and sequence.
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Library



A weekly Library lesson is taught for Kindergarten classes by Mrs Cathy Shearer. Please remind students to return the previous week's book each week if they wish to borrow a new book.



Weekly Class Library Day	
K/1W	Tuesday
KB	Monday

Assemblies

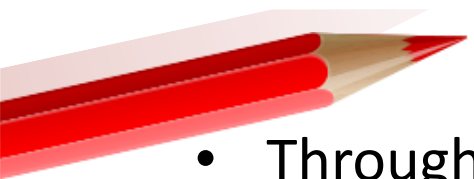


- Assemblies will take place on Fridays in the school COLA.
- Infants and Primary assemblies work on a rotational roster. Whole school assemblies also take place during this time when we are celebrating the value of each month.

Homework



- Homework is issued each Monday and should be returned every Friday
- Homework is an opportunity to consolidate what the children have been learning that week
 - Homework includes sound / letter writing revision
- Sight words also form part of the homework program. Please ensure your child is practising their sight words three times each night and tick the box if they are able to read the word
- Throughout the year as the students' abilities progress, homework will increase to include sentence writing and mathematics revision.



WAYS TO TEACH WRITING WITHOUT TRACING SHEETS

Tips to develop fine motor skills and early writing in a hands-on, playful way.

PRE-WRITING IDEAS

Handwriting develops as fine motor muscles are strengthened, so there's a lot you can do before ever introducing writing activities. Try some of these fine motor activities with toddlers and preschoolers:

- Working with play dough
- Lacing activities
- Using tongs and tweezers
- Using pipettes
- Squeezing spray bottles
- Squeezing sponges
- Exploring sensory squish bags



WRITING WITHOUT ACTUALLY "WRITING"

Experiment with letter formation by:

- Finger writing in the air
- Finger writing on a friend's back
- Finger writing on a friend's palm



Remember that early drawing is just as beneficial as letter formation, so encourage your child to draw or write regularly. Journal prompts can be a great tool for this!

WRITING ON DIFFERENT SURFACES

Working on different writing surfaces makes it more fun to practice writing. Try:

- Writing on an easel
- Using sidewalk chalk outdoors
- Writing on the sidewalk or wall with paintbrushes and water
- Writing with dowels in play dough
- Writing in a sensory tray
- Using dry erase markers and white boards
- Creating with window markers
- Use reusable alphabet mats

Home Readers



The DO'S of reading with your child...

Make sure you spend lots of time reading for enjoyment- read to your child as well as have them read to you, and keep the sessions fun.

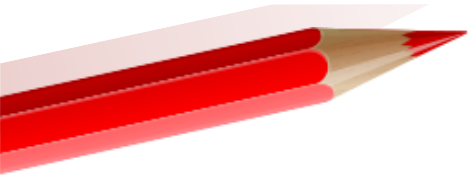
- Ensure you are relaxed, interested and supportive as this will in turn help your child to feel ok when they make mistakes or can't work out a word.
- Remember that the goal of reading is to understand (make sense) of what is read, so always keep this in mind when you are prompting or praising your child.
 - Give your child plenty of praise. We want our kids to love to read!
 - Keep the sessions short so that your child is not overwhelmed.
 - Model correct posture and strategies as you read with your child.
- If they make an error, try not to jump in straight away and supply the correct word. Instead, wait and give your child the time to work it out. This will help them to not feel rushed or pressured.
 - Encourage your child to have a go at words that they cannot read using the phonemic, contextual and picture clues.
 - Talk, talk, talk and encourage your child to develop their comprehension skills by predicting, questioning and discussing characters and events. Relate the pictures and experiences in the book to your child's own experiences.
- Remember some children take a while for things to "click"- don't worry if their progress is slow to begin with or takes time! Every child learns at different rates.
 - Play word games e.g. can you think of other words that rhyme with cat? What other words start with 's'?
- Don't be afraid to read the same book again. This can help to build a child's confidence and develop fluency and expression.

Home Readers



The DON'Ts...

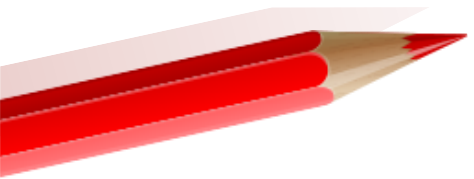
- Don't make reading feel like a chore or a pressured experience.
- Don't encourage comparisons with other children. Every child is on their own learning journey!
- Don't be afraid to ask for help or advice.



Birthday Cakes

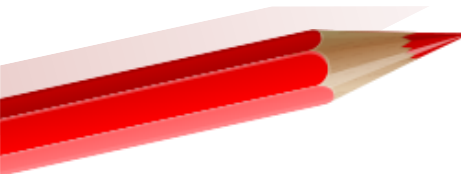


- We welcome small individual cakes, chocolates or ice blocks if your child wishes to celebrate his or her birthday with the class
- Copacabana has a 'nut free' policy so please ensure the cakes are free of nuts and the ingredients are clearly listed



Canteen

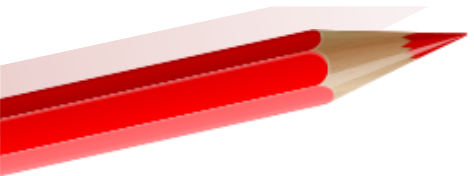


- The school canteen is only open Wednesday to Fridays.
 - Lunch orders can be placed online via the school canteen's app 'Qkr!'
 - A class representative will then collect our class's lunch orders at lunch time for the teacher to distribute.
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Absent Notes



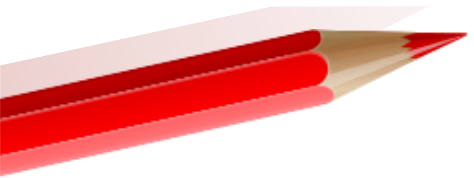
- Please ensure that you provide a note explaining your child's absence (sick / family holiday) **on the day they return to school** so your child's absence can be updated accordingly
- The absent note must include your child's name, date/s of absence and the reason for their absence
- Students taking more than 5 days leave need to notify Mrs Hunt, the Principal, in advance



Parent Teacher Interviews



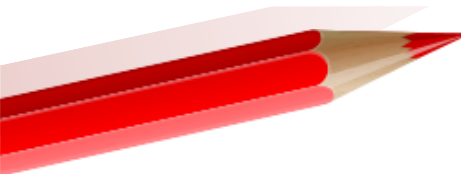
- Will be conducted during Term 1, Weeks 9 & 10
- This is a time where you and us can meet one-on-one and discuss your child's learning needs and progress so far
- You will receive a notification once meeting times have been scheduled and time slots are available to book online



Communication



We are often busy before and after school with meetings and lesson preparation. If you wish to discuss any matters prior to your interview please contact us by phone on 4382 1766 or email the school office to arrange a mutually convenient time.



50 QUESTIONS TO ASK YOUR KIDS AFTER SCHOOL INSTEAD OF “HOW WAS YOUR DAY?”

- What made you smile today?
- Can you tell me an example of kindness you saw/showed?
- What did you do that was creative?
- Who did you sit with at lunch?
- Was anyone in your class gone today?
- Tell me something you know today that you didn't know yesterday.
- Did you like your lunch?
- What was the hardest rule to follow today?
- If you could change one thing about your day, what would it be?
- What made your teacher smile?
What made her frown?
- If you could switch seats with anyone in class, who would it be? And why?
- What kind of person were you today?

