What are Stages?

The Department of Education and Communities identifies four stages of schooling through which all primary children progress. They are:

- Early Stage 1 - Kindergarten
- Stage 1 - Years 1 and 2
- Stage 2 - Years 3 and 4
- Stage 3 - Years 5 and 6

Children in Kindergarten are taught and assessed according to the Early Stage 1 outcomes set out by the Department of Education in each Key Learning Area. They are: English, Mathematics, History, Geography, Science, Personal Development, Health and Physical Education (PDHPE), and Creative Arts (CAPA).

English

The aim of English K-6 is to develop students' ability to use language effectively and critically, and to encourage positive attitudes towards learning English. The outcomes and content for all these stages are organised into three strands: Speaking & Listening, Reading & Viewing, and Writing & Responding (including spelling, handwriting, punctuation, and using computers). English activities are integrated into all learning areas throughout the day. The Kindergarten literacy program incorporates phonics, high frequency words, as well as reading, writing and talking and listening activities. We use the Jolly Phonics program in Kindergarten.

Handwriting

Your child will be taught to write using the NSW Foundation Handwriting style. In Kindergarten we focus on mastering the lower case letters before we introduce capital letters in formal handwriting lessons, but they are exposed to capitals from the beginning of Kindergarten. An example of the NSW Foundation Handwriting style is provided below.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

News

News is a valuable time for children to develop their speaking and listening skills. Your child will have the opportunity each week to present their news. Children can bring items from home to show and talk about or they can just talk about something that has been happening in their lives. You can become involved with your child's news by discussing with them what they will talk about prior to their news day. The children will have some set topics each term for them to prepare a short talk.

Home Reading

All children in K H will commence Home Reading next week and the children need to read each night and record each night of reading (so only one entry per night please). All reading logs need to be handed in each and every Friday to record their progress. An information sheet about our home reading procedures will be sent home next week.
Mathematics

The content of the Department of Education’s Mathematics Syllabus falls into 3 strands, each of which has sub-strands as outlined below.

- **Number & Algebra** - Whole Number, Addition & Subtraction, Multiplication & Division, Fractions & Decimals, Patterns and Algebra.
- **Measurement & Geometry** - Length, Area, Volume & Capacity, Mass, Time, 2D, 3D, Position
- **Statistics & Probability** - Data

History

History is the Key Learning Area in which students communicate stories of their own family heritage and the heritage of others. As well as demonstrate developing skills of historical inquiry and communication.

This Term we will be working on the unit "Personal and Family Histories".

Geography

Geography is the Key Learning Area in which students explore the places they live in and belong to. They develop an understanding of what makes a place special and how this may differ for different people. Students learn about the importance of looking after places. Students explore how the location of places can be represented.

In Term 3 we will be working on the unit “People Live In Places”.

Science

The aim of this Key Learning Area is to develop in students K-6, competence, confidence and responsibility in their interaction with science and technology, leading to:

- An enriched view of themselves, society, the environment and the future, and
- An enthusiasm for further learning of science and technology.

All of the students in K H will complete two Science units throughout the year: “Weather in My World” in Term 2 and “Staying Alive” in Term 4.

Technology

We encourage the use of computers and technology across all KLAs. To this end we incorporate the use of our computer networks from K-6, emphasising hands-on, child-centred learning. We utilise both iPads and computers in the classrooms, Commbox and also three classroom computers.

Personal Development Health Physical Education (PDHPE)

The aim of PDHPE K-6 is to develop in each student the knowledge, skills and understandings needed to perceive, value and lead healthy and fulfilling lives. Lessons include activities, which promote skills in communicating, interacting, decision making, problem solving and moving. This year Mr Toohy will be taking the class for an hour of PE each week. Regular physical activity and weekly sport are organised on a Stage basis. “Star of the Week” is part of our Personal Development Program.
Creative and Practical Arts

The aim of this Key Learning Area is to develop in all students K-6:

- A lifelong commitment to participate in each of the art forms of Visual Arts, Music, Drama, and Dance;
- Value the personal and shared meanings gained from experiencing the arts; and
- Appreciate the role of these art forms in re-affirming, building, and challenging society and culture.

To achieve this aim the four strands of Creative Arts are either taught explicity or integrated with other Key Learning Areas to provide opportunities for personal expression, imagination, creativity and cultural expression. Creative Arts are integrated into all learning areas. K-2 will participate in fortnightly CAPA groups on Thursday afternoons. The children will be able to take part in singing, dancing, signing choir, drama and visual art activities throughout the year in CAPA groups or in class time.

Library

Library lessons are held weekly. Library lessons are designed to develop the children’s love of reading and quest for information. The children need their green bag to borrow each week. Please encourage your child to borrow regularly from the library. Ask about the books they are borrowing and take time to share the books with them.

Early Stage One/Stage One Rules and Behaviour Management

To ensure that a cooperative and happy learning environment is achieved, Early Stage One/Stage One have developed five important rules that encourage appropriate behaviour so that all children will benefit.

Through discussion and participation the children are consolidating their understanding for the need for routines, rules and the roles and responsibilities all people have in the school. Our five rules are:

- We are kind.
- We listen and follow instructions.
- We try our best.
- We stay in the right place.
- We wait our turn.

Positive Reinforcement

We recognise the importance of using positive feedback and acknowledging when children are behaving appropriately. Positive rewards are utilised as a celebration of achievement while children move along the road towards self-motivation and self-discipline.

Positive rewards include:

- Praise, encouragement and recognition
- Stamps and stickers
- Achievement awards at assembly for class work and behaviour
- Program Achieve awards
- Cool Cards

Discussion, demonstration and reinforcement of appropriate social behaviour are taught through Program Achieve and integrated in our learning programs throughout the year.

The social-emotional learning standards are

- Confidence
- Persistence
- Organisation
- Getting Along
- Resilience
Consequences
All teachers in Early Stage One follow a consistent set of procedures for dealing with negative behaviours in both the classroom and the playground. Consequences for negative behaviour include timeout from play or withdrawal of privileges (depending upon the negative behaviour). Serious or repeated incidences will be reported to parents and your child may spend some time in the Planning Room.

Bits and Pieces

Stage News
Important information about what your child is doing at school can be read in the newsletter (The Chalkboard) that goes home fortnightly on Monday afternoons (even weeks) with the other school notes or can be emailed to you.

Parent Helpers
Parent assistance is greatly valued and we appreciate any time that you can give. Please remember to sign in at the office to get a volunteer’s identification tag.

Fruit Break
We have fruit break (a small container of cut up fruit or vegies) in the morning session each day. We prefer the children to have fresh fruit or vegies when possible, rather than tubs of preserved fruit.

Lunch Orders
Children are able to order their lunch on Monday, Thursday and Friday. If your child has a lunch order please remind them to put it in the lunch order basket. Alternatively, you can deliver it to the canteen before school begins.

Labels
Please clearly label everything that your child brings to school: jumpers, hats, lunchboxes, toys etc. We are already beginning to accumulate a lot of lost property. If you have lost something you may find it in the Lost Property Box in the Library.

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I look forward to a fantastic year working with you and your child. I hope you can visit and join me in a happy, warm and fun learning environment. Please feel free to contact me at any time.

Thank you

Chanelle Hoscher