



**2021**

**YEAR 1/2  
PARENT INFORMATION BOOKLET**

*Miss Paige Dang*

*Miss Sara Ong*

*Miss Robyn Unthank*

*Mrs Jessica Farrar*

*Mrs Jade Way*

*Mrs Eliza Britten*

*Mrs Cheryl King*

*Ms Jackie Lee (Team Leader)*

*Education Support Aide – Ms Carmelita Gomes*

**SPECIALISTS**

*Mr Simon Way (Physical Education)*

*Mrs Dianne Burns (Science & Technology)*

*Mrs Amanda Conder (The Arts)*

*Mrs Kathy Van Eck (Kitchen program)*

*Mrs Deanne Ashton-Smith (Garden program)*

# HOW CAN I HELP MY CHILD TO MAXIMISE THEIR LEARNING OPPORTUNITIES AT SCHOOL?

School life is always a very busy and hectic time. With so many day-to-day things to remember, we have compiled a short list of tips to assist.



## **SCHOOL TIMES:**

We encourage students to be at school by 8:45am for a 9:00am start. This allows students time to go to the toilet, have a drink and settle in before lining up. School concludes at 3:30pm and students are usually dismissed from their classrooms at this time.

It is EXTREMELY important that students arrive at school on time. Regular late arrivals can have a negative impact on students' learning and social development. Late students MUST sign in at the office before they go to their classroom. If your child is absent from school it is expected that they will bring a medical/attendance certificate from their treating specialist (doctor, dentist, psychologist, paediatrician) and a note signed by the parent, on their return to school. Two or more days absent requires a medical certificate.

## **FRUIT BREAK:**

There is an opportunity for students to have a Fruit Break around 10 am. This is followed by a snack break at recess (10.50 am). Students may only eat fresh fruit or vegetables during the Fruit Break.



## **PERSONAL ITEMS:**

Please ensure ALL of your child's items are CLEARLY NAMED so that, in the event of misplacement, we are able to return them promptly. Un-named items are placed in lost property, which is housed in the corridor near the office area.

## **UNIFORM:**

All students are required to be in full uniform on a daily basis. This includes a broad-brimmed, bottle-green hat during Term 1 and Term 4, consistent with our SunSmart policy.

- Girls: school dress or bottle-green school skirt (not a netball skirt)/skorts, shorts, bicycle shorts, trousers, track pants, windcheater, jacket and yellow polo shirt
- Boys: bottle-green shorts, trousers, track pants, windcheater, jacket and yellow polo shirt
- Black lace up / Velcro /T-Bar or dark coloured runners or sneakers. White runners are also acceptable.
- Socks, headbands, scrunchies and ribbons are to be white, yellow or bottle green. Leggings/tights are to be bottle green.
- Religious headwear must be in plain bottle green, yellow or white.
- A watch, and one pair of plain stud earrings or sleepers worn in the ears, is the only acceptable jewellery.
- Extreme hair colours (e.g. green, pink or purple rinses) and/or extreme hairstyles (e.g., spikes, shaved shapes or Mohawks) are not permitted.
- Nail polish and cosmetics are not to be worn at school.
- Bottle-green, broad-brimmed hats, consistent with our SunSmart policy, must be worn outside in Terms 1 and 4. Legionnaire hats and bucket hats are not permitted. Hats are not to be worn inside.



**\*\*Our full School Uniform policy is available on the school website.**

### **BOOKLIST ITEMS:**

During Term 4 the following school year's booklist is sent home with your child. This list details the items which will be required by your child for the following year of schooling. Teachers spend considerable time formatting this list and each item listed IS necessary to enable your child's full participation in the classroom program. In order to keep costs to a minimum, staff have been considerate as to the items selected. Some students may find it necessary to purchase more stationery later in the year. If further items are required your child's class teacher will notify you.



### **NOTICES & EXCURSIONS:**

Students are fortunate to be able to participate in a variety of activities that enhance the curriculum. Some of these special events are of a sporting nature, some allow individual students to participate in activities in which they have a special interest or skill, while other activities introduce our students to philanthropic organisations and encourage them to think about others who are less fortunate. Many activities and excursions provide students with 'real-life' experiences related to the current unit of investigation.

We would like to think that ALL of our students are encouraged to participate in all special events. The activities, events and excursions ARE an important and integral part of our curriculum and teachers spend considerable time and effort organising them. Please consider carefully, when notices arrive home for you to sign, and support your child's learning by encouraging their attendance.

As buses and/or numbers of students must be confirmed prior to the activity, all notices will have a clearly marked DUE DATE. Unfortunately, payments sent after the due date CANNOT be accepted and money will be returned home, resulting in the student being unable to participate in the activity.

A Hallam Primary School envelope will accompany notices home, and monies are to be returned in this with your child's details clearly filled out. Money should be sent along with your child to be given to the class teacher before 9:30am, NOT sent directly to the office.



### **BREAKFAST CLUB:**

Breakfast Club operates every morning from 8:30am in our Kitchen, and is co-ordinated by Mrs Charlotte Cox. A teacher is also rostered to Breakfast Club between 8:30am-8:45am, for the purpose of supervision, and to assist with preparation/pack up. All Hallam Primary School students are welcome to come to the Kitchen to have a bowl of cereal with fruit/milk, baked beans on toast or toast with jam or vegemite, even if they have already had some breakfast at home. A healthy breakfast provides students with a great start to a busy day of learning, and playing with friends.

### **BEFORE SCHOOL:**

Parents/Carers are reminded that **Yard Duty and First Aid teachers are rostered on from 8:45AM**. Prior to this, staff are arriving at school, attending various meetings, preparing for the day and undertaking administrative tasks.

### **WHOLE SCHOOL ASSEMBLIES:**

Assemblies will be run ONLINE by the Student Leadership Team (SLT) this year, on Monday and Friday from 1.30-1.40pm. 'Worker of the Week' will continue to be presented to students.

## **KITCHEN GARDEN PROGRAM: Semester 2**

Stephanie Alexander, well-known chef and food writer, wants young children to learn how to grow and eat good food every day of their lives. Hallam Primary School began working in partnership with the Stephanie Alexander Kitchen Garden Foundation several years ago; now we have our own kitchen to provide this exciting experience for your child.

In Semester 2, each fortnight the Year 1/2 classes participate in a 50-minute garden session. This is held in our Stephanie Alexander Kitchen Garden. The students work with our garden specialist, Deanne Aston-Smith, digging, weeding, planting, propagating, harvesting etc. Students also participate in Kitchen sessions fortnightly. These are held in our student kitchen. Our kitchen specialist, Kathy Van Eck, organises this program in consultation with our teachers. Following preparation, students share a communal table and eat the prepared food.



*School Co-ordinator: Louisa Carey*

**Reference:** [www.kitchengardenfoundation.org.au](http://www.kitchengardenfoundation.org.au)



A Kitchen Garden is created to provide edible, aromatic and beautiful resources for a kitchen. The creation and care of a Kitchen Garden teaches children about the natural world, about its beauty and how to care for it, how best to use the resources we have, and an appreciation for how easy it is to bring joy and wellbeing into one's life through **growing, harvesting, preparing** and **sharing** fresh, seasonal produce.

## **READING**

It is an expectation that students read their SHARE readers **at least** 5 times a week, and have their Reading Log signed by an adult each time. To enhance your child's understanding of the story we request that you...

- ✓ Encourage your child to share what the story is about.
- ✓ Ask questions like... "What can you tell about the story from the picture?"
- ✓ Read from the picture, encouraging your child to build up a story before looking at the print.
- ✓ Talk about the start of the story, what happened by the end of the story, the people in the story and so on.
- ✓ Discuss things like the person who wrote the story and the person who did the illustrations.

*Reference: (R.E.A.D I.T. HOME READING Junior Level, 6th Edition by Stan Kluzek & Andrew Coldwell, Kluwell Publications)*

## **WRITE TO READ (ORTON GILLINGHAM) APPROACH**

Write to Read is based on multi-sensory learning of essential skills in all literacy areas: listening, speaking, spelling, reading, writing, handwriting and comprehension. Students learn the 45 speech sounds made by the 70 basic written codes in the English language. They practise blending the phonograms into whole words and are explicitly taught to make the sound-symbol connection in words. Students participate in clinical sessions teaching correct pencil grip and correct letter formation/handwriting. Handwriting is taught using multi-sensory instruction – visual (seeing), auditory (listening) and motor (doing). They are introduced to 'The Four P's' – posture, paper, pencil and pressure and 'The Four Magic Tricks' – formation, baseline, sizing and *cbnt* (close but not touching).

## **SPELLING HOMEWORK**

Spelling homework will be distributed each Monday. Students are expected to return their completed homework to the class teacher by the following Monday.

Throughout each term other Homework tasks may be pasted into your child's Homework book for completion.

## **STUDENT-PARENT-TEACHER CONFERENCE**

There is overwhelming evidence that where a positive and productive partnership exists between home and school, students' learning is extended. It is important that we, as educators, and you, as parents, are aware, alert and supportive of each child's individual needs, talents and learning behaviours.



A critical factor in providing such a supportive learning environment for all students is the continued communication and cooperation between the teacher and the student's family. As well as encouraging you to talk to your child's teacher throughout the year we do this through Student-Parent-Teacher Conferences. Student-Parent-Teacher Conferences will be scheduled in Term 1 and Term 2.

The home-school liaison is regarded as important to your child's achievement and confidence. You will receive a letter from your child's teacher inviting you to select a time when you can come to school.

<b>12A</b>	Room1	Miss Paige Dang
<b>12B</b>	Room3	Ms Jackie Lee ( <i>Team Leader</i> )
<b>12C</b>	Room4	Miss Sara Ong
<b>12D</b>	Room5	Miss Robyn Unthank
<b>12E</b>	Room18	Mrs Jessica Farrar (Mon, Thurs, Fri) Mrs Jade Way (Mon, Tues, Wed)
<b>12F</b>	Room19	Mrs Eliza Britten (Mon, Thurs, Fri) Mrs Cheryl King (Mon, Tues, Wed)

## **SPECIALISTS TIMETABLE**

	<b>PHYSICAL EDUCATION</b>	<b>SCIENCE &amp; TECHNOLOGY</b>	<b>PERFORMING ARTS</b>
<b>Monday</b>	12B, 12C, 12E, 12F	12A, 12B, 12E, 12F	12C, 12D, 12E, 12F
<b>Tuesday</b>			
<b>Wednesday</b>	12A, 12D	12C, 12D	12A, 12B
<b>Thursday</b>			
<b>Friday</b>			



## Health and Physical Education



The Health and Physical Education Program consists of a 60-minute specialist session each week, and regular fitness sessions undertaken by the classroom teachers. The Physical Education lessons aim to develop students' skills across areas of Fundamental Movement Skills (E.g. running, overarm throw, catching, kicking and forehand strike), co-operative team games, ball handling skills, Gymnastics, Dance, Athletics, Handball, Soccer, Basketball, Hockey, inclusive fun games, physical fitness and sport education.

Students participate in a variety of activities, drills and games, and full participation is always encouraged. The students are also encouraged to develop qualities of good sportsmanship such as fair play and teamwork.

***Schools hats are compulsory during Terms 1 and 4, and it is recommended that students wear appropriate footwear. Students are also expected to bring a drink bottle (water only) to all Physical Education sessions.***

In addition to lessons, students will be given opportunities to participate in a variety of sports clinics, a swimming program (Big Fish Little Fish) and whole school sports events such as the Cross Country Carnival, Fun Run and Hallam Sports Day. Dates and information for these programs will be distributed at relevant times throughout the year.

**Mr Simon Way**

**Physical Education Teacher/Sport Coordinator**



## The Arts



Students in Years 1-2 participate in a one hour Arts session each week with Amanda Conder in the Arts Space. 'The Arts' includes Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design.

During Arts sessions the students have the opportunity to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines. Music Education is fundamental to the learning of every individual, as music is a language that integrates in all cultures and societies. The aim is to stimulate, develop and maintain an interest in and a love of music. Music develops student's imaginations, builds self-confidence, self-awareness and strengthens interpersonal skills.

Years 1-2 students use voice and body percussion to experiment with the elements of music and create contrasting musical ideas such as noise and silence, faster and slower, longer and shorter, higher and lower, louder and softer, happy and sad. They play and sing rhythmic and melodic phrases and patterns using their

voices, tuned and untuned instruments. Students complete music activities from the Music Room Program by Bushfire Press.

The students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. They use voice, facial expression, movement and space to imagine and establish role and situation. The students manipulate objects, props, puppets, 2D images and available technologies to create stories. Students describe what happens in drama they make, perform and view.

**Mrs Amanda Conder**  
**Arts Specialist**



## Science and Technology



Students from Prep to Year 6 take part in a one-hour Science/Technology lesson each week. This program creates links between Science, Technology, Engineering and Mathematics, expanding our students' scientific and technological understanding.

The Science/Technology lesson format incorporates the school instructional design process:

- A revision of previous lessons
- An introduction, which includes a discussion about the Learning Intentions and expected Success Criteria
- The lesson content, which includes instructions and demonstrations
- Students designing, observing, experimenting and completing activities
- Students reflecting, discussing and evaluating their work
- Presenting their findings using a digital format. This may include stop motion animation, green screen movies, PowerPoint presentations

The four conceptual Science strands of Biological, Earth and Space, Chemical and Physical sciences will be covered throughout the year. Students will be given the opportunity to explore plants, animals, geology, properties of materials and forces. Students will look at 'Science as a Human Endeavour' and developing 'Science Inquiry Skills.' The three key areas of the *Digital Technologies* curriculum will enable students to present information they have learnt during their Science activities.

**Data and Information:** Focusing on the properties of data, how it is collected and represented, and how it is interpreted, in context, to produce information. Students' techniques for collecting, managing and organising data that is used to solve problems and create and communicate ideas and information.

**Creating Digital Solutions:** Exploring the interrelated processes and associated skills by which students create digital solutions. Students engage in the four processes of analysing, designing, developing and evaluating. Creating digital solutions requires skills in using digital systems and computational, design and systems thinking, and interacting safely by using appropriate technical and social protocols. Students will also learn more about

**Digital Systems:** Focusing on the hardware, software and network components of digital systems. Students initially learn about a range of hardware and software, and progress to an understanding of how data can be transmitted between components within a system, and how the hardware and software interact to form networks. Digital resources include: 3D Printers, VR Headsets, iPads, Google Apps for Education, LEGO Mindstorms kits, Bee Bots, Dash and Dot robots and our NAO Robots.

Through participation in regular Science/Technology lessons, we want our students to:

- s Be interested in and understand the world around them

- s Be able to identify questions, investigate and draw evidence-based conclusions
- s Make informed decisions about the environment and their own health and wellbeing
- s Develop their ability to think scientifically, mathematically and to understand technology
- s Create, manage and evaluate sustainable and innovative digital solutions
- s Present information in entertaining, creative and innovative ways

Students will also be given the opportunity to learn and practice their coding and programming skills during classroom sessions and lunch-time programs.

**Mrs Dianne Burns**  
**Science and Technology Teacher**

# Units of Investigation

## Semester 1

### Term 1: Identity – ‘Growing Older and Wiser’

Students will learn about staying safe and taking responsible risks, healthy food, expressing their emotions clearly, and dealing with conflict. They will consider how they have changed in their life and reflect on the things that they will be able to do in the future.

#### **Rationale:**

By understanding how we grow and change we can help ourselves to be the best that we can be.

#### **Essential Questions:**

- How can I make sure I’m always safe?
- What foods are healthy to eat?
- How have I changed and how will I change?
- How can I express my emotions clearly and deal with conflict?



### Term 2: Change – ‘Stimulating Science’

Students will consider changes that we experience in our lives through the lenses of biology, earth and space science, chemistry and physics. They will make predictions and scientific observations through the unit. Students will show what they have learnt by identifying ‘science’ in their classroom and record their understanding of each branch of science.

#### **Rationale:**

Everything in our physical world changes. Understanding how and why these changes occur helps us in our daily lives.

#### **Essential Questions:**

- ☑ How can we use experiments to learn about the world around us?
- ☑ How do living things change and what do they need to live?
- ☑ How do the seasons affect our lives?
- ☑ How can we use Earth’s resources sustainably?
- ☑ How are sounds made and how do we hear them?



## Semester 2

### Term 3: Discovery – ‘Light and Sound’

Students consider sources of light and how to create shadows. They will build instruments and use their bodies and computers as they experiment with making sounds. Students will work towards presenting a puppet show with sounds.

#### **Rationale:**

We can learn scientific knowledge and skills through hands-on exploration and experimentation with design and technology.

#### **Essential Questions:**

- How can we make puppets and instruments?
- How can we use instruments, computers and our bodies to make sounds?
- How can we use sounds and shadows to tell a story?



### Term 4: Connections – ‘Through Generations’

Students will learn about the lives of people in the past as they interview a person from an older generation. They will learn words to describe events in the past, present, and future and words to describe a point of view. Students will consider the importance of places to people from different cultures. They will learn about sequences and different ways that stories from the past can be told.

#### **Rationale:**

We can use knowledge about what has changed and what has stayed the same to prepare for the future.

#### **Essential Questions:**

- How are families different?
- Why are some places important to preserve?
- How has life changed and stayed the same?
- How can we use language to describe time and point of view?



Reference ([www.getmappen.com](http://www.getmappen.com))



### **HEALTHY FOODS AT SCHOOL**

Starting the school day with sugary snacks or salty potato chips is not in the best interest of any learner, and we all want the best for our children. A solid breakfast of a quality cereal, toast, yoghurt, milk, juice and/or fruit is a great way to begin learning. Hallam Primary School is a Healthy Eating School, and we encourage our families to ensure their children have breakfast every day, and bring healthy foods for snack and lunch. No lollies please.

Lunch needs to be a substantial sandwich or wrap with fruit/vegetable sticks/cheese/yoghurt and a bottle of water. Please keep bags of chips/sweet slices/cakes/biscuits etc., for special times or as an extra with a sandwich. We have a strict 'no-sharing food' policy at Hallam Primary School, as some of our students have severe allergies to food colourings, preservatives, additives, nuts and sugar.

**\*\*Lollies found at school will be confiscated and returned to the student/parent at the end of the school day.**

#### **Try these tips:**

- ✓ Limit sweet drinks including fruit juices (even if diluted, fruit juices contains natural sugars that can contribute to tooth decay).
- ✓ Think about what your child likes to eat at home and try to translate that into a lunch box option.
- ✓ Try cutting up some carrot sticks or putting in a handful of cherry tomatoes, celery, cucumber, lettuce, avocado, etc.
- ✓ Consider apples (sturdy and hard to squash), and also think about cutting softer fruit up and putting it into a smaller container for protection. Berries and kiwi fruit survive very well this way.
- ✓ Dairy can be hard to include, particularly in hot weather. If you can't safely get a yoghurt into the lunch box, make sure you offer dairy when your child comes home from school.
- ✓ Last night's leftovers in a container with a small spoon can make an interesting change.
- ✓ Try putting together a small picnic in the lunch box - slices of tomato, ham, grated carrot, grated cheese and some bread and butter - so they can build their own sandwich.
- ✓ Homemade pikelets, mini quiches, veggie slices are a great snack - easy to make ahead of time, they're filling and don't require any extra toppings.



### **DENTAL HEALTH**

For healthy teeth, food and drinks should be free of added sugar whenever possible. Tooth decay is a diet-related disease. Sugars in the food and drinks you consume mix with the bacteria in the plaque on your teeth and produce acids. These acids attack the outer layers of the tooth (tooth enamel).

Consuming sweet food and drink between meals is a major cause of tooth decay; this is because there is no between-meal period for teeth to undergo recovery. The more often sweet foods and drinks are consumed, the higher the risk of tooth decay.

**It is vital that students brush their teeth every day before school.**



#### **What you can do to help maintain healthy teeth:**

- ✓ Limit sweet drinks, including fruit juices (even if diluted, fruit juices contain natural sugars that can contribute to tooth decay).
- ✓ Choose fresh fruit over dried fruit, as dried fruit will leave a sticky residue on your teeth and can contribute to tooth decay.
- ✓ Drink fluoridated tap water and plain milk instead of soft drinks, juice or cordial.

- ✓ Brushing your teeth and cleaning between your teeth is important because it removes plaque. If the plaque isn't removed, it builds up and can cause tooth decay and gum disease. You should brush your teeth at least twice a day.

## **ATTENDANCE**

Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally.

Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

- Regular, on-time attendance is vital for all students.
- When students are not at school on time, they can miss out on important instructions given by the teacher first thing in the morning, or they may be too late to hand in monies/notices etc.. Late arrivals can also increase anxiety.
- Please allow extra time for travel to school in the mornings to avoid a disruptive late arrival.
- When absent from school, a parent/carer is required by the Department of Education and Training (DET) to provide an explanation for the absence to the school.
- Birthdays, shopping, meeting family/friends at the airport are unauthorised absences from school.
- Staff will closely monitor school attendance and will keep Student Wellbeing personnel informed.

Parents are required to ensure their child attends school and to provide an explanation for their child's absence from school, and the principal must record in writing the reason (if any) given by the parent. The principal must be able to determine from the records if the excuse given was reasonable in terms of the parent meeting their legal obligations.

Parents should inform the school of the reason for their child's absence so that the school can:

- determine if the child's absence needs to be excused by the principal, in line with school policy and these guidelines
- determine the appropriate follow up to ensure the child's education and wellbeing is supported
- record if the parent has a reasonable excuse for not meeting their obligation to ensure their child attends school each day.

Where possible, parents should inform the school in advance of upcoming absences.

**Please refer to the DET website for further information.**

**[www.education.vic.gov.au](http://www.education.vic.gov.au)**

If you have any Student Wellbeing concerns, please contact Shirley Fletcher, Assistant Principal/Wellbeing.  
9703 1536

