

Name		Class	
------	--	-------	--



**2023**



Year 1 / 2



Parent



Information



Booklet

## 2023 YEAR 1/2 STAFF

<b>12A</b>	Room 1	Miss Paige Dang
<b>Intervention</b>	Room 2	Mrs Suzanne Carmody (TLI – Literacy)
<b>12B</b>	Room 4	Miss Nicole Towler
<b>12C</b>	Room 5	Mrs Eliza Britten & Mrs Nadine White
<b>12D</b>	Room 18	Mr Jordan Jameson
<b>12E</b>	Room 19	Miss Amy Kong
<b>Intervention</b>	STEM Centre	Mrs Lynda Morgan (MiniLit)
<b>Ms Jackie Lee (Team Leader)</b> Mrs Razia Mouradi (Multi-Cultural Education Aide) Mrs Kathryn Sands (Education Support) Miss Ruth Noronha (Education Support)		

### **SPECIALISTS TIMETABLE**

	<b>PHYSICAL EDUCATION</b>	<b>STEM PROGRAM</b>	<b>ARTS - VISUAL</b>	<b>ARTS - PERFORMANCE</b>
<b>Monday</b>	12C, 12E	12D, 12A	12A, 12B	12E, 12C
<b>Tuesday</b>				
<b>Wednesday</b>	12B, 12D, 12A	12E, 12B, 12C	12E, 12D	12D, 12A, 12B
<b>Thursday</b>				
<b>Friday</b>			12C	

2



### **SPECIALISTS**

**Mr Brendan McCarthy** (Physical Education)  
**Mrs Jess Farrar & Mrs Jade Way** (STEM program)  
**Mrs Cheryl King** (Arts - Visual)  
**Mrs Amanda Conder** (Arts – Performance)  
**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 busy and hectic time. With so many day-to-day things to remember, we have compiled a concise list of tips to assist.

## BEFORE SCHOOL

Gates are opened at 8:30am for students to attend Breakfast Club. 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 meetings, preparing for the day, and undertaking administrative tasks. **They are not out in the school ground where a student might get into difficulties or be injured.**

## SCHOOL TIMES



Students are encouraged to be at school by 8:45am for a 9:00am start. **After 9:00am, late students MUST be signed in at the Kiosk in the office by their parent/guardian before going to their classroom.** School concludes at 3:30pm and students are usually dismissed from their classrooms. Parents/Guardians are advised to pick their child up between 3:30-3:45pm. A medical certificate and/or a note, signed by the parent, is required to explain any student absence.

9.00am – 11.00am	Morning session
11.00am – 11.30am	Recess
11.30am – 1.30pm	Middle session
1.30pm – 1.40pm	Lunch in the classroom
1.40pm – 2.30pm	Lunchtime
2.30pm – 3.30pm	Afternoon session
3.30pm	Dismissal

## BREAKFAST CLUB



Breakfast Club operates every morning from 8:30am in our Hall and is co-ordinated by Mrs Charlotte Cox. All Hallam PS students are welcome to come to Breakfast Club 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.

## FRUIT BREAK / RECESS / LUNCH

Hallam PS is a healthy eating school, and we encourage our students to bring health foods for snack and lunch.

There is an opportunity for students to have a Fruit Break (fruit or vegetables only) around 10.00am. This is followed by a snack break at recess (10.50am).



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 PS, 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.**



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

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

- ✓ 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.
- ✓ Limit sweet drinks, including fruit juices (even if diluted, fruit juice contains natural sugars which can lead to tooth decay).
- ✓ 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 every day.



## **CELEBRATIONS AT SCHOOL**

Birthdays will be acknowledged and celebrated in the classroom. Students are unable to bring any food including cakes, lollies or chocolate to school to share with their friends as many students have food allergies or follow specific diets.

## **PERSONAL ITEMS**

Please ensure ALL items are CLEARLY NAMED. Un-named items are placed in the Lost Property bin located in Building A.

## **WHOLE SCHOOL ASSEMBLIES**

A school assembly is scheduled after lunch at 2.30pm on Friday in the hall supported by the Student Leadership Team (SLT). 'Worker of the Week' is presented at the assembly.

## **LIBRARY**

Borrowing from the library occurs on Friday. Borrowed library books need to be stored in a library bag to prevent damage from leaking drink bottles or food in the school bag. Students will be unable to borrow a new book until they have returned their borrowed book.

## ATTENDANCE

Daily school attendance is important for all children and young people to succeed academically, and to ensure they do not fall behind socially or 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 from an early age.



- Regular, on-time attendance is essential for all students.
- When students are not at school on time, they miss important instructions given by the teacher at the beginning of the morning session, or they may be too late to hand in monies/notices, etc.
- Late arrivals can cause increased anxiety.
- Allow extra time for travel to school in the mornings to avoid a disruptive, late arrival.
- A parent/carer is required by the Department of Education to provide a written explanation for their child's absence/s from school.
- Absences for birthdays, shopping, meeting family/friends at the airport are unauthorised absences from school.
- Staff closely monitor school attendance and keep Student Wellbeing personnel informed.

Parents are legally required to ensure their child attends school and to provide an explanation for any absence from school. The school must record, in writing, the reason provided by the parent. The principal must be able to determine, from the records, if the reason provided is 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.

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

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

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

## UNIFORM

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

**SHOES:** Shoes must be plain black or white only and cover the toes:

 <p>plain black runners</p>	 <p>plain white runners</p>	 <p>black school shoes</p>	 <p>black school shoes</p>
--	--	--	---

### HAT

Bottle green, wide brim hat ONLY

 <p>bottle green, wide brim</p>	 <p>no bucket hats</p>	 <p>no legionnaires hats</p>
---	--	--

### CLOTHING

Bottle green and gold, items do not need to have the school logo:

 <p>tunic / detachable skirt <u>Only available at PSW</u></p>	 <p>green windcheater</p>	 <p>green jacket (no hood)</p>	 <p>black leggings can be worn under a dress</p>
--	--	--	---

  <b>gold polo t-shirt long or short sleeves</b>	  <b>green tracksuit pants</b>	  <b>green shorts or PSW skort (TARGET skort is NOT acceptable)</b>	  <b>school dress <u>Only available at PSW</u></b>
--	--	---	--

  <b>yellow t-shirt without a collar</b>	  <b>windcheaters with hoods</b>	  <b>skirts</b>	  <b>green gingham school dress</b>
--	---	---	--

- Socks, headbands, scrunchies and ribbons are to be white, yellow or bottle green. Leggings/tights are to be bottle green.
- Religious headwear must be 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 colors (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 Council-approved Uniform policy is available on the school website.**

<https://hallam-ps.vic.edu.au/community/#uniform>

## NOTICES AND EXCURSIONS

Students at Hallam PS will have the chance to participate in a variety of activities to enhance their learning at school. All notices will have a clearly marked DUE DATE so that bookings can be finalized. Money should be placed in a Hallam PS envelope, with your child's details clearly filled out, and be given to the class teacher before 9.30am. Payments sent after the due date CANNOT be accepted and money will be return home, resulting in the student being unable to participate in the activity.

**CSEF (Camps, Sports and Excursions Fund):** Parent/carer who holds a current Centrelink Health Care card or Pensioner Concession Card are eligible to apply for CSEF. Funds are paid directly to schools and can be used for students to attend camps, sports and excursions. Parents may choose to tick the CSEF box on the notice when payment for one of the activities is required. Please speak to the admin staff in the school office for further information.

## KITCHEN GARDEN PROGRAM (Semester 2)

*Stephanie Alexander, well-known chef and food writer, wants young children to learn how to grow and eat healthy food every day of their lives. Hallam Primary School began working in partnership with the Stephanie Alexander Kitchen Garden Foundation many years ago, and we have our own garden and 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 in our school garden. The students work with our garden specialist, Deanne Aston-Smith, digging, weeding, planting, propagating, harvesting etc., with assistance from our willing helpers (School Council-approved volunteers). Students also participate in Kitchen sessions fortnightly. This is in our student kitchen. Our kitchen specialist, Kathy Van Eck, organises this program in consultation with our teachers, and the prepared meal is shared.

*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

Students are expected to read their SHARE readers **at least** 5 times a week and have them signed by an adult weekly. Please refer to 'How to Help My Child with Reading' handout.

## SPELLING (WRITE TO READ 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 are introduced to, and 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).

## **HOMEWORK (SPELLING)**

Spelling homework will be distributed on Mondays, starting in Term 1. Students are expected to return their completed homework to the class teacher by Friday.

## **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 Parent/Teacher interviews.

Student Teacher Parent Interviews will be scheduled in Term 1 and Term 3.

The home-school liaison is 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.

# Units of Investigation

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

## Semester 1

### Term 1: Identify: '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 the best that we can be.

#### **Investigation Into:**

- Staying safe and taking responsible risks
- Healthy food
- Expressing emotions and dealing with conflict
- Getting older

#### **Essential Questions:**

- How can I make sure I am 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 recording 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.

#### **Investigation Into:**

- How to make predictions and scientific observations
- How living things change and what they need to live
- How everyday materials can be changed or combined to make objects
- How seasonal changes can affect everyday life
- The sources of sound

#### **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 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, use their bodies and computers as they experiment with making sounds. Students will work towards presenting a production of a story using puppets and sounds.

#### **Rationale:**

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

#### **Investigation Into:**

- The sources of light and the cause of shadows
- How we use sound to represent objects and characters in stories
- How we use design and technology to tell stories

#### **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 in their community and people from diverse 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.

#### **Investigate Into:**

- Different types of family structures
- Places of cultural or spiritual importance
- The lives of people in the past
- Using language to describe time and points of view

#### **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 points of view?

# Health and Physical Education



The Health and Physical Education Program consists of a 60-minute specialist session each week and a 60-minute physical fitness session undertaken by the classroom teachers and specialist teacher each week. 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, Cross Country, Athletics, Handball, Soccer, Basketball, Hockey, AFL, 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.

***School 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), after school sport programs and whole school sports events such as the Cross Country Carnival, Fun Run and Hallam Junior Athletics Day. Dates and information for these programs will be distributed at relevant times throughout the year.

**Mr Brendan McCarthy**

**2023 Physical Education Specialist/Sport Coordinator**

## The Arts 2023

In the Victorian Curriculum, the Arts includes Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design. Students from Prep to Year 6 attend one hour of combined Visual and Media Arts each week as well as an hour of Performance Arts.

### Visual and Media Arts

Visual and Media Arts sessions involve students in learning the elements of art as well as the principles fundamental to creating their art.

Students use creative and critical problem-solving processes to initiate and progress their arts ideas. They make conscious choices about how to express their thoughts and feelings in their artworks.

Students are also guided towards expanding their awareness of the arts in society by being encouraged to move beyond familiar experiences and explore a wider range of cultures and points of view. As they make and respond to artworks, students are exposed to different forms and styles of art through a visual varied social and cultural contexts.

Students explore the techniques of historic and contemporary artists, locally and globally. They produce 2D and 3D artworks to develop skills in areas such as designing, painting, drawing, collage, construction, printmaking, digital arts and sculpture. Students experiment with different methods, and make informed choices on the use of a wide variety of materials.



art as well

progress  
thoughts

Australian  
explore a  
visual  
varied

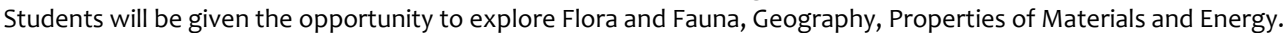
and  
develop  
drawing,

It is recommended that students wear a smock or old shirt to protect their school uniform.

*Mrs Cheryl King*

2023 Visual Arts Specialist






Students from Prep to Year 6 will take part in a one-hour STEM lesson each week. This creates links between Science, Technology, Engineering and Mathematics through expansion of each student's vocabulary and knowledge.

Students will be given the opportunity to explore Flora and Fauna, Geography, Properties of Materials and Energy.

The STEM lesson format incorporates the school instructional design process:

- 

- ❖ Be interested in and understand the world around them
- ❖ Engage in discussions about Science, Technology, Engineering and Mathematics
- ❖ Be able to identify questions, investigate and draw evidence-based conclusions
- ❖ Make informed decisions about the environment and their own health and wellbeing
- ❖ Follow the Engineering Design Process (Ask, Brainstorm, Plan, Build, Experiment, Improve)
- ❖ Develop skills to utilise technology effectively



<https://www.abcya.com/games/category/science>  
<http://www.code.org>

**Mrs Jessica Farrar and Mrs Jade Way**  
**2023 STEM Specialists**



## Performing Arts - Year 1/2

Students in Year 1/2 participate in a one-hour Performing Arts session each week with Amanda Conder.

During Performing 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. Performing Arts sessions will focus on Music, Dance and Drama.

**Music** - 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 students' imaginations, intellectual curiosity, builds self-confidence, self-awareness and strengthens interpersonal skills.

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.

**Drama** - 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.

**Dance** - Students use the elements of dance and fundamental movement skills to make and safely perform, dance sequences that express ideas. They communicate about dances they make, perform and view, and discuss where and why people dance.

**Mrs Amanda Conder**  
**2023 Performing Arts Specialist**