Welcome to the 2015 Prep Parent Information Evening

Wednesday 19th November, 2014
2015 Key Staff

- Mr Frank Vetere - Acting College Principal
- Prep Neighbourhood Leader - TBA
- Mrs Marg Holness - Assistant Principal P-4
- Mrs Robyn Fincher - Assistant Principal P-9 (Engagement & Wellbeing)
- Mrs Jenny Hayes - Assistant Principal P-9 (Specialists)
- Mrs Deb Richardson – Leading Teacher (Programs for Students with Disabilities)
- Ms Rebecca Thornton - English as an Additional Language (EAL)
Prep Handbook

Contains all information in relation to:

- Daily administrative procedures
- Communication
- School contact details
- Uniform
- School dates and times
- Personal belongings
- Home learning
- Parent participation

For further information refer to the College Handbook and website: www.pcc.vic.edu.au
Primary Contact

- Home room teachers should be your first contact for any questions or concerns related to your child.
- The Prep Neighbourhood Leader or Marg Holness (P-4 AP) are your next point of contact should you need further advice or information.
- You will be provided with contact details as soon as they have been finalised.
Partnerships are Key

- 10 Years
- Evidence base
- Data- SFO (student family occupation)
- Important effects on student learning
- Quality Teaching/Home environment
- School investment- early identification
- Hand out – *Meet the most important person in your child’s schooling – you.*
College Vision

‘Creating Tomorrow Today’

- Creativity & Innovation
- Partnerships
- Sustainability

- Engagement
- Individuality
- Leadership

College Values

- Caring
- Respect
- Fairness
- Integrity
- Resilience

- Friendliness
- Responsibility
- Understanding & Acceptance
Guiding Principle

“Nobody has the right to physically or emotionally hurt another”

This statement is at the core of the College anti bullying philosophy and is underpinned by the Student Code of Conduct and Cooperation.
College Points of Difference

Student Learning across the College is guided by AusVELS (Australian - Victorian Essential Learning Standards) which covers all areas of the curriculum. It is divided into 3 major stages;

- Prep-4 Laying the Foundations
- Years 5-8 Building Breadth and Depth
- Years 9-10 Developing Pathways

Programs vary across the College with the aim being to provide students with a broad range of experiences

Points of difference across the College include;

- Stephanie Alexander Kitchen Garden Program; Years 3 and 4
- Camping & Leadership Program and Science Program; Years 5-9
College Points of Difference

The College is heavily involved in a number of initiatives that further enhance the educational programs for the students;

◆ Studies of Asia
◆ Environmental Sustainability
◆ English as an Additional Language
Specialist Classes - Prep

• LOTE – Indonesian – language and cultural studies

• Physical Education – gross motor skills, dance, ball handling, fitness, gymnastics

• Performing Arts – dance, music, drama, singing

• Visual Arts - painting, construction, collage, drawing, sculpting

• Environmental Science – links to local environment, sustainability
E Learning

The College is committed to incorporating elearning into the daily classroom program.

Access to a range of elearning hardware within the home room including iPads, netbooks, iPod Touches, Bloggies, cameras, microphones and interactive whiteboards.
Quia - Indonesian Online Program

• Online computer program used to help students access Indonesian at home to support learning

• Username and password provided early in the year

• Teachers attach different sorts of games and activities for students to play related to the topics of study

• Students who used Quia at home this year demonstrated a higher level of vocabulary knowledge in class

• Games need Adobe Flash thus must be played on a computer, but the activities and quizzes can be done on an iPad.

We hope you will support us to improve student learning through more contact with the language – www.quia.com
Developing Partnerships

The teacher’s role
• provide a safe, secure, supportive and challenging learning environment
• promote the partnership between home and school
• inform parents regarding any concerns so that they can be acted upon as soon as possible

The parent’s role
• encourage and support development - social, emotional and academic
• praise and encourage your child’s successes and allow them to take risks and learn from their mistakes
• inform teachers regarding any concerns they have so that they can be acted upon as soon as possible
School Readiness

Starting school is an exciting time for both child and parents. It is important that we work together to make the experience as enjoyable and positive as possible for all concerned.

Your child’s pre school teacher is in the best position to determine your child’s overall readiness as well as specific skills they may need to focus on.

The skills and behaviours that will provide your child with the strongest foundation for their social, emotional and academic development are:
- Independence
- Cooperation
- Sharing
- Caring for belongings
- Respecting property and the rights of others
- Listening and speaking
- Having a go
Learning Neighbourhood

• Early - home rooms (7)– establishing routines and developing a sense of belonging.

• Later – regular interaction with students and teachers in all learning spaces within the neighbourhood

• College wide – experience learning in other spaces including; Performing and Visual Arts, Gymnasium, LOTE, wetlands, Environmental Science, Stephanie Alexander Kitchen Garden and food technology, outdoor play spaces
Early Expectations

LEARNING ENVIRONMENT

• defined roles and responsibilities
• repetition and modelling of expectations
• increased ‘risk taking’
• continued development of routines; classroom, home reading
• a safe, secure, supportive yet challenging environment that promotes the individual needs of students
• students at different developmental stages
Early Expectations

Although every home room is unique, there are certain aspects that are consistent across the neighbourhood. As the term, and year progresses you can expect to see….

SOCIAL SKILLS

• increased levels of confidence
• developing friendships with others; peers, teachers
• increased sense of belonging – classroom and whole school
• respect and tolerance for others
• developing independence
• Students acting responsibly and in line with school values

“nobody has the right to physically or emotionally hurt another”
How you can support social development

• Allow your child to carry his/her own bag and organise their Take Home Book bag, home learning tasks and notes on arrival at the home room
• Encourage independence – getting dressed, nose blowing, tying shoe laces
• Give responsibilities – unpacking school bag, making the bed, setting the table, packing up belongings, feeding and caring for pets
• Play games that involve turn taking
• Provide ample time for developmental play
• Visit new places, friends and family - opportunities to explore language through questioning
• Practise the art of good speaking and listening
• Encourage sharing and respect for others
• Encourage willingness to ‘have a go’
Curriculum Development - the first three years

**Literacy** and **Numeracy** form the basis for all learning

- major focus on reading, writing, **oral language**, number and problem solving skills

**Language Experience** and an **Inquiry** approach promote investigation of the world

- use of a range of problem solving and thinking tools
- provide opportunities for vocabulary development essential to effective Literacy and Numeracy learning

**Comprehensive Planning** - supported by Marg Holness (P-4 Assistant Principal) and the Neighbourhood Coordinator at the team, home room and individual student level

- **Goals** and **tasks** developed at **individual point of need**
How you can support Literacy development

• Let them see you reading and writing as often as possible

• **Regularly** read stories and **rhymes** to and with your child
• and promote this as an enjoyable shared activity

• Play games - ‘I Spy’, locate letters and words in the environment or on alphabet/word charts, in the car; eg find the letters of the alphabet on number plates

• Provide a range of different materials – paper, pencils, crayons, scissors – and encourage them to write for a purpose – notes, cards and messages

• Assist your child to write and recognise their own name
How you can support Numeracy development

Through everyday activities and play situations children will naturally use Mathematics. Children learn when they play.

• Counting - recognising and naming numbers

• Sharing out things such as lollies so that each person has a fair share or adding to find the total

• Measuring – cooking, building, gardening. For children to make sense of measurement, we need to show how measurement is used in practical situations

We can help children develop the language they need to describe shapes and objects.

Talking with your children and listening to their ideas can help them in becoming confident and enthusiastic users of Mathematics.
Home Learning

Attending school full time can be quite tiring for Preps, especially in the first semester. After a full day at school Preps need time to relax and play, free from the ‘pressure’ to perform.

• Home learning in Preps consists of reading or sharing the take home book and some basic letter, number or word recognition activities

• No more than 30 minutes per night should be spent on home learning

• Home learning should be a positive experience for both child and parents and is an opportunity to consolidate and celebrate your child’s achievements

• Try to limit organised after school activities early in the year
Many of our families speak a main language other than English at home - there are over 30 languages that are spoken in our College community.

Children who speak a main language other than English at home are eligible to receive additional support in learning English as an Additional Language (EAL). These students are identified from information completed on the College enrolment form.

We offer a variety of programs to cater for the diverse needs of our EAL students. Although our students speak different home languages their needs in learning English are similar.

Participation in the EAL program is a major benefit for the students as it assists them to develop their English skills within a small group environment.
What happens in an EAL class?

• Topics covered in the EAL program, support the students with their homeroom learning

• Through the use of whole group, small group and independent tasks, students are supported in developing their English skills especially in the areas of oral language development and vocabulary knowledge

• EAL teachers aim to create a safe and supportive learning environment which provides students with opportunities to develop their English skills

• Students learn through language experience/hands on activities to encourage verbal communication and vocabulary development

If you would like further information please make an appointment at the office to see Rebecca Thornton.
Student Welfare

• Events can occur both in and out of school that may have an impact on the physical, social and emotional well being of your child.

• Concerns should first be raised with the homeroom teacher. If the matter cannot be resolved at this level then concerns should be directed to the Neighbourhood leader or Marg Holness (P-4 Assistant Principal)

• It is important to keep the home room teacher informed even if your child appears on the surface to be unaffected. Teachers are then able to be better prepared to deal with any unexpected changes in behaviour and work with parents to support the child.

Regular Attendance

• It is vital that regular attendance patterns are established early as they set the tone and expectation for your child’s education journey

• It is important for students to be at school every day unless they are unwell. Regular attendance ensures familiarity with routines, consolidation of learning and nurturing of social relationships, all of which are vital to wellbeing.
Student Engagement and Wellbeing

The College has a focus on the development of the whole child – physical, social and emotional, not just academic.

• Establishment of a College Wellbeing team consisting of school based staff and access to external agency expertise led by Robyn Fincher (P-9 Assistant Principal)

• Identification of and forward planning for, students whose are not developing as expected

• Programs targeted to identified needs – individual, year level, whole College, secondment of outside agencies

• Staff/student/parent forums and feedback opportunities around relevant issues, opinions and student engagement
School Support Services

• Occasionally concerns may be raised by teachers or parents about a child’s ongoing development – academically, socially or emotionally – if needed see your child’s home room teacher

• Concerns raised with the homeroom teacher are discussed with appropriate staff and then forwarded to the Wellbeing team if further investigation and action is required

• We have access to qualified specialist support staff who can carry out appropriate assessments and recommend the best course of action to assist students, parents and teachers

• No assessments can take place without discussion and consent from parents

• If you have already had assessments conducted or concerns have been raised that may need investigation that we are not yet aware of, please contact Deb Richardson as soon as possible. This will enable us to put appropriate support structures in place
Student Welfare

School Nursing Service

This is a free service provided by the government. The School Nursing Service will visit the College to conduct basic health assessment and provide information about healthy behaviours and community based health and well being services.

• 2015 dates are yet to be confirmed TBA. Notes will be sent home explaining the service and are required to be returned before your child can be screened.

First Aid Nurse - Annabelle Gornia

• Parents are notified either by note or phone, depending on nature of illness or injury.
• Action plans must be provided for students who suffer from either Anaphylaxis or Asthma
Health Concerns

• Health issues can have a major impact on student learning

• A visit to your GP to have eyesight and hearing checked prior to starting school is strongly recommended

• General health and specialist reports all provide information that will assist teachers to target program delivery to meet individual needs – please provide these where possible
Reinforcing the College Values

The development of social skills and understanding of rights and responsibilities forms an integral part of the Prep learning environment and curriculum, particularly during Term 1.

The development of and adherence to College and home room Codes of Cooperation sets the tone for an effective learning environment.

In 2015 we will begin introducing the ‘School Wide Positive Behaviours’ program which will align closely with our College Values.

You can support us by promoting similar expectations through conversations with your child and by reinforcing expected behaviours at home.

The following slides give examples of our values, how they are displayed at school and how you can reinforce them at home.
Respect and Responsibility

- Act responsibly and treat others with respect – appropriate language, use of manners, speak nicely, listen attentively, use appropriate body language, no rough play, keep hands/feet to self
- Respect the rights of others – to feel safe, to be included, to be heard/have turns, to have a different opinion/view
- Show respect and take responsibility for belongings – own, others’, class, College
- Take responsibility for own actions and behaviours – in the playground, in class, at specialists
Reinforcing the College Values at Home

Friendliness, Caring and Understanding & Acceptance
- Be kind to others
- Accept those who are different to you in some way
- Show care and compassion
- Play appropriately with others
- Build relationships
- Develop compassion and empathy
- Develop a sense of belonging

Fairness
- Treat everyone in the same way
- Play by the rules
- Follow class and College Codes of Cooperation
- Build honesty and trust
Reinforcing the College Values at Home

Resilience
✓ Develop independence
✓ Encourage problem solving – acceptable risk taking, perseverance, seeking adult assistance
✓ Develop optimism, confidence and self esteem
✓ Build social connections – coping skills, art of compromise, turn taking, responding appropriately to conflict
✓ Develop self management strategies

Integrity
✓ Promote the College values as outlined above
✓ Appropriate role modeling
✓ Promote the importance of telling the truth – having your voice heard and taking responsibility for your actions
**Communication**

Effective communication is vital to the development of a strong home school partnership.

You can expect;
- Opportunities for informal chats
- Formal Parent Teacher interviews and student reports
- Fortnightly College newsletters
- Team newsletters each term and reminder notes
- **Website access to school calendar and other information**
- Parent Partnership sessions

Your role;
- Access and respond to information available
- Advise us of any matters you feel are of importance
Parent Partnerships

The College will be offering a selection of Parent Partnership sessions across the year. For example;

- Effective Home Reading
- Numeracy Support
- iPad Apps to Support Learning
- Home Room Volunteering
- Inquiring through Play
- Benefits of the EAL Program
- EAL Community Partnerships
Drop off and Pick up

• Refer to the Prep Handbook – page 11

• Bring your child to the room and depart in a timely manner – they will settle more quickly once you have left.

• Encourage your child to be independent and adhere to the morning arrival routine

• The bell rings at 8.50. Teachers cannot chat after this time as they need to get the students settled and start the day.

• Be punctual at pick up, particularly in the beginning as children can get anxious if you are not at the room to meet them

• Please keep informal chats brief, arrange a suitable time for longer conversations if required. Teachers have meeting commitments on Tuesday and Wednesday nights therefore will only be available for a few minutes
2015 Home Rooms

In mid December you will receive information regarding your child’s home room location and teacher by post, along with an invitation for your child to attend our Orientation session. You will also receive an up to date list of contacts to keep with your Prep & College Handbooks.

2015 Orientation session
Thursday 18th December
11.30 – 12.30

This will be an opportunity for your child to meet their 2015 teacher and classmates in their 2015 homeroom. If your child is able to attend they will need to be taken directly to their designated room on the day as indicated on the map provided.

(NB: placement may need to change over the first fortnight)
We look forward to developing the home-school partnership with all of our PCC families.

Thank you for your attendance.

Reminder
Transition Packs are available at the office. Relevant notes should be returned before 28th November to assist with organisation.