



Parent Information Session

Stage 1 2024



Acknowledgement of Country

On behalf of the DoE, we would like to pay our respects and acknowledge the traditional custodians of the land on which this meeting takes place. We would like to pay our respects to Elders past and present and extend that respect to any Aboriginal people who may be present today.



Stage 1 Team



Melissa Spence
1S Classroom Teacher



Gabrielle Remy
2H Classroom Teacher (Mon-Tue)



Carolyn Irvin
RFF – Music and Drama (Sem 2)



Esther Hartley
Assistant Principal Stage 1
1/2H Classroom Teacher (Mon- Wed)



Erin Smith
1/2H Classroom Teacher (Thu-Fri)



Lisa Hecht
2H Classroom Teacher (Wed-Fri)



Craig Blanch
RFF – History/ Geography



Kim Crompton
2C Classroom Teacher



Jodie Ward
Assistant Principal Curriculum Instruction
Assistant Principal Stage 1 (Thu – Fri)



Michele Jarmaine
1J Classroom Teacher



Madeline Moy
2M Classroom Teacher



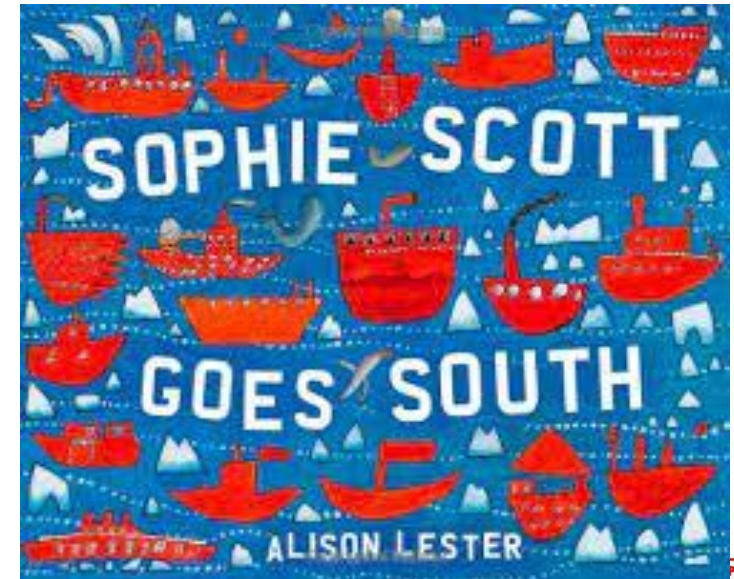
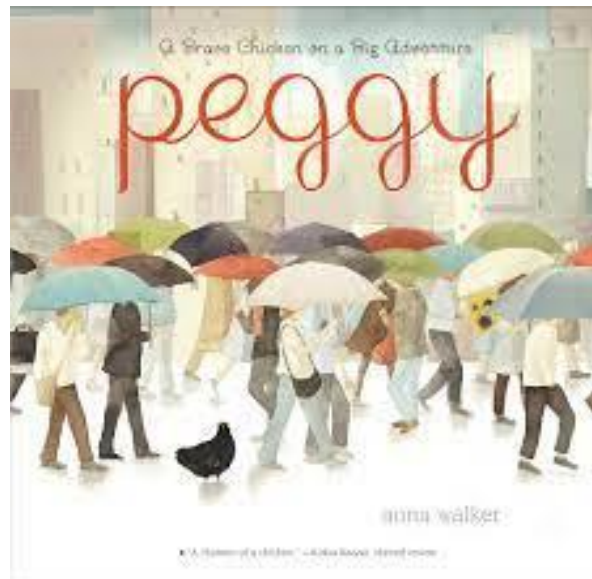
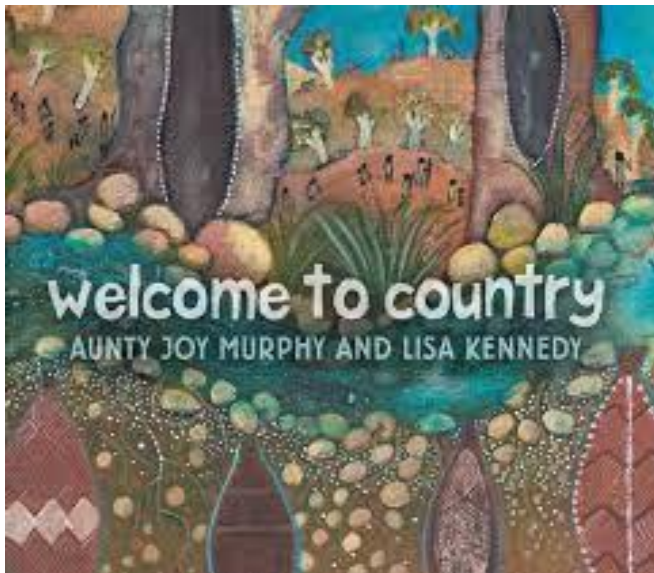
Shannon Metti & Mrs Ayton
RFF – Science (Sem 1)

English K-2

The English syllabus:

- Evidence-based
- Builds on foundational literacy skills in reading and writing
- Each research-based key to reading has an explicit outcome, including phonics
- Focus areas and content are interrelated and make parallel connections across oral language, reading and writing
- Enables teachers to efficiently teach and assess essential concepts while supporting students to make connections with their learning
- Syllabus supports daily opportunities for students to practise reading, starting with the use of decodable texts

- Focuses on reading 'fluency' as a key component of building strong foundations
- More emphasis on writing and ensuring that students have a clear understanding of how to create a sentence
- 'Literature' is highlighted as essential in the development of core knowledge for subject English. Quality, rich texts are embedded into the units to foster an understanding, appreciation and love of reading.



Literacy blocks at ABPS

Component A (builds on foundational literacy skills)

- Explicit and systematic
- Daily opportunities given to develop phonic knowledge, reading fluency, reading comprehension, spelling and handwriting
- Decodable texts

Component B (conceptual understanding of English)

- Fortnightly units that exemplify the importance of learning about and enjoying literature through the study of quality texts
- Development of within the focus areas of oral language, vocabulary, reading comprehension, creating texts and understanding and responding to texts
- Allows teachers identify, plan for and teach 'connected content' in ways that reflect the latest research
- Ongoing opportunities for assessment and differentiation

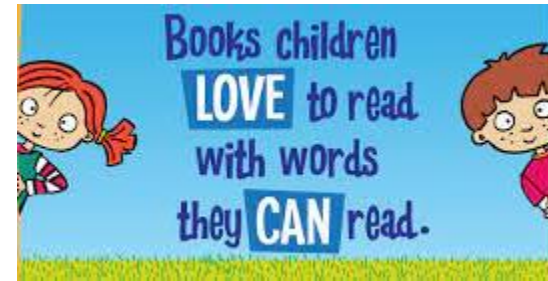


Decodables Readers

What is decoding? Reading a word by sounding out and blending the sounds together from left to right.

What are Decodable Readers?

- Books that are 'phonetically controlled' to contain the letter–sound correspondences and are based on what students have been explicitly taught. They use their knowledge of graphemes (letters) and phonemes (sounds) to decode the words in the text independently – with no guessing!



What do we have at ABPS?

- A range of fiction and non-fiction decodable texts that support ES1 beginner readers through to independent readers.



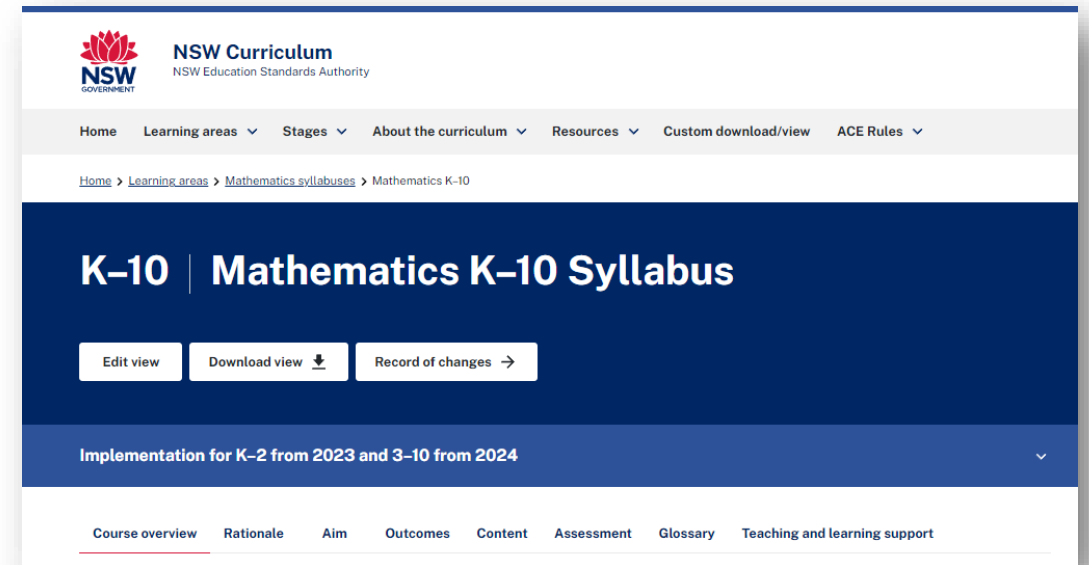
When do we start?

- In the coming weeks, you will start to see our decodable readers come home.
- We will send home 2-3 books a week, but not necessarily a new book each time. It could be the same reader depending on your child's needs.
- The books will come home in a plastic bag and **MUST** be returned the following day.
- We are incredibly fortunate to have a community here that values education as strongly as we do. We believe that this resource is essential to helping our students learn to read and we hope you can assist us in keeping the readers in good condition and returned each day.

Mathematics

The Mathematics syllabus:

- Underpinned by the latest research
- Supports students to highlight the parallel *connections* across:
 - Number and Algebra,
 - Measurement and Space, and
 - Statistics and Probability
- Increased emphasis on place value and number
- Develops reasoning skills to support a deeper understanding

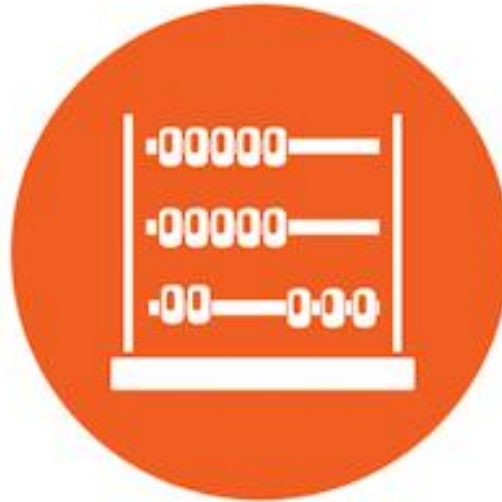


Mathematics

Developing Working Mathematically in K-2



Understanding



Fluency



Problem-Solving



Reasoning

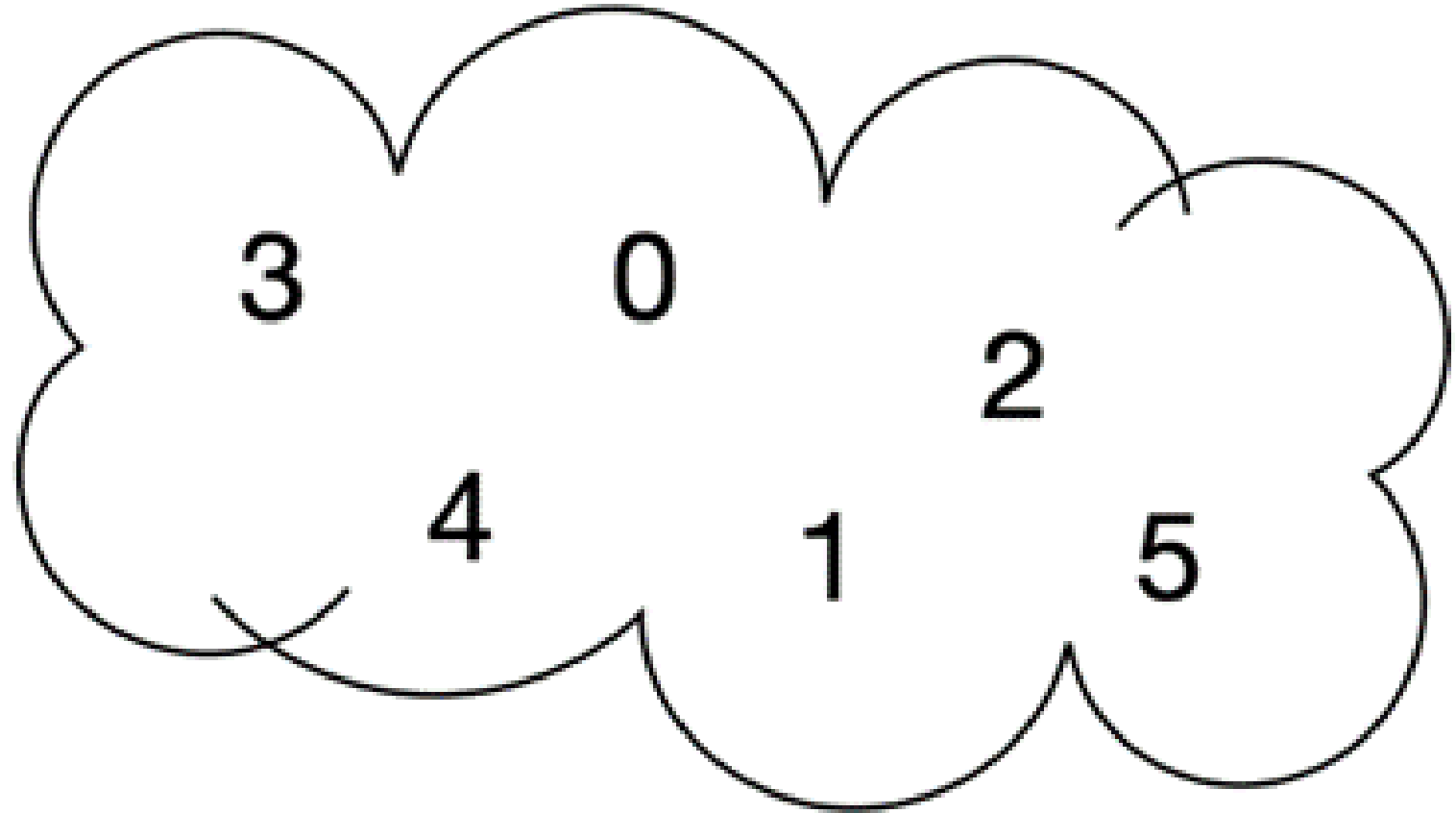
Mathematics

Developing Working Mathematically in K-2

$$4+2=$$

$$5+1=$$

$$3+3$$



Science & Technology (RFF)

Physical World Semester 1

- Stage 1 of the Physical World strand focuses on the identification of light, sound and heat energy including how they are sensed and produced.
- Students will develop their understanding of forces and energy and consider how light and sound can occur around them.
- They will learn to identify which objects are sources and which objects reflect light.
- Students will participate in these lessons in our purpose-built STEM room, and participate in engaging experiments and meaningful learning experiences with a focus on student led investigations.

STEM Design Process

All Science units have been written to embed the STEM (Science, Technology, Engineering and Mathematics) Design Process:

1. Define & think
2. Brainstorm
3. Research & plan
4. Develop & make
5. Test & improve
6. Evaluate & share



Geography (RFF)

Semester 1 Topic: Features of Places

Unit 1 Natural and Human Features of Places

Students describe the reasons places change and identify the active role of citizens in the care of places. They explore activities occurring in places and how the spaces within places can be used for different purposes.

Unit 2 Weather and Seasons of Places

Students learn about how people describe the weather and the seasons of places. They explore how the activities occurring in places are affected by weather and climate. Furthermore, how weather and climate (to a certain degree) can influence nature and the character of a place.



History (RFF)

Semester 2 Topic – Present and Past Family Life

People, events and places

This topic provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time and are introduced to the use of historical resources.



Creative and Practical Arts

Music/Drama (RFF) - Semester 2

Music

- During weekly music lessons students will have the opportunity to learn skills using a variety of musical instruments. They will have access to keyboards, ukuleles, guitars and percussion instruments.

Drama

- In Semester 2, students will investigate and practice skills in drama, this is achieved through the development improvisation skills as well as structured performances.

Visual Arts

- Making Art - Throughout the year students will create various artworks focusing on their skill development. They will experiment using different techniques and materials to express themselves creatively.
 - Appreciating Art - Students will make connections between subject matter and appreciate the use of specific techniques in their artworks and the artworks of others.
- 16 They will explore how artworks may mean different things to different people.

Musical

Term 3

- Our musical script is currently being written and is an original

PDHPE/Sport

PD/H

- Term 1: Friendology lessons and explore ways to be a good friend.
- Term 2-3: 'How can I keep myself and others safe?' unit. Students will investigate safe and unsafe features of specific environments and explore actions to enhance their own and others' safety and wellbeing. Students are provided with opportunities to develop the knowledge and skills required to recognise emotional and behavioural warning signs of unsafe situations and react in safe and positive ways. They will create, apply, practise and evaluate strategies to keep themselves safe.
- Term Mandatory Child Protection unit: Strengths and strategies for keeping safe

PE /Sport

- Students are expected to participate in 120 minutes of physical activity a school week
- Sport - 60 minutes per week (Thursday) focussing on fundamental movement skills and dance
- Class Fitness/ Game – 60 minutes per week.

PDHPE/Sport

Carnivals

Swimming Carnival – Peninsula Leisure Centre -
****Only competent students turning 8 this year**
Term 1 – Monday 4th March

Cross Country – Whole school – Heazlett Park, Avoca Beach
Term 2 - Friday 3rd May

Athletics Carnival – Whole school – Mingara Regional Athletics Club
Wednesday 24th July



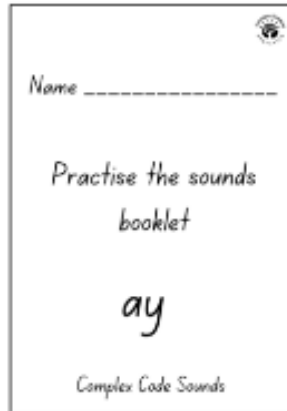
General Information

Library

- Fortnightly borrowing at a scheduled time with classroom teacher
- Opportunities for students to borrow at lunch time every other week

Homework

- To commence in Week 5
- Similar tasks to be completed each week (with a different focus)
- Although it is not mandatory, we strongly encourage students to complete at least some of the regular tasks
- Content will consolidate learning in classrooms and will provide opportunities for students to revise and practise:
 - Foundational literacy skills being developed in component A literacy sessions (phonics focus to practise reading and writing, decodable home reader)
 - Foundations of Mathematics including place value concepts and 'Working Mathematically' skills through hands-on online activities



General Information

Additional Support: The Student Learning Library

NSW Student learning library

[Home](#) > [Schooling](#) > [Schooling initiatives](#) > NSW Student learning library



Year 1

Browse Year 1 learning sequences



Year 2

Browse Year 2 learning sequences



Stage 1 Excursion

Linked to Geography unit



FEATURES OF PLACES / PEOPLE AND PLACES EXCURSION

[Home](#) / [Excursion](#) / [Stage 1 Excursion](#) / [Features of Places](#) / [People and Places Excursion](#)

Where?

- Participate in a variety of hands-on engaging activities outdoors at one of our native environments **Clifton Gardens Reserve, Mosman**



When? Towards the end of Term 2

Activities:

- Hand Reel Fishing
- Beach Habitat Making
- Bug Catching
- Waterworks



Students will:

- Use geographical tools for enquiry (such as bug catching tools) and communicate their findings to their fellow students.
- Investigate the importance of different places to people and living things.
- Discuss the places they live in and belong to and examine varying environments including wetlands, water lagoons, bushland and beaches.
- Identify the ways in which people interact with and care for places
- Learn the importance of looking after different environments and the connections of special places for different people.
- Appreciate their own role in caring for places, observe activities taking place there for different purposes,



PBL and Stellars

- Stellars are given out to students for displaying our 3 values – Respect, Responsibility & Personal Best.
- Stellars encourage positive behaviour modification.
- Rewards Day activities. Every term.
- Visits to Mr Thomas when students reach 25 Stellars for both internal and external expectations.
- PBL Values awards will be given out to 2 students twice a term in the Friday assembly.
- Whole School Approach Systems are in place within the school eg peg chart
- Planning room - is all about restitution. Parents will be notified either by letter or phone call that their child will be attending the planning room the next day. It's a discussion about making positive choices.

Uniform



We take great pride in the appearance of the children at Avoca Beach Public School and encourage all students to wear the correct uniform.

Our school's uniform shop is run by the P&C Association with all proceeds going straight back into the school. Our uniform shop coordinator is **Lara Napton**.

Opening hours - Thursdays from 2.30pm - 3.30pm

Purchasing

The easiest way to order your school uniform is via the **Spriggy App**.

Communication – SMS Absences



ABPS Sentral SMS Attendance System

If your child is absent from school, you will now receive an automated text message asking you to provide an explanation for their absence. This text message will be sent at approximately 10am.

Reply to the message with a short explanation of their absence, for example: "they are sick with a cough". This will then be updated in our attendance system as an explained absence.

Please remember that not all explanations are justified reasons to not attend school. For example, if a SMS was received stating "it is their birthday so they are staying home" then this would be updated in the system as explained but would remain an unjustified absence.

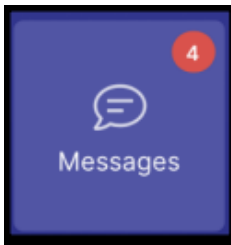
Once you have replied to the SMS, you do not need to inform the office or classroom teacher of the reason for your child's absence.



Communication – Messages

In response to parent feedback, this year classroom teachers will communicate with parents directly through Messages in the Sentral for Parents app. Messages acts as a direct line of communication between parents/caregivers and teachers to support students without the need to send emails via the school email address. Parents will only be able to send messages the staff designated as ‘Teachers’ of their children’s classes.

- Teachers will check Messages daily through Sentral before 8:30am Monday to Friday and respond at their earliest convenience. If the class teacher is absent, a reply might not be received until they return to school.
- Understand that class teachers cannot respond to messages while they are teaching and therefore will not respond immediately to messages.
- Communication of negative incidents and other concerns should be communicated via a phone call, face-to-face meeting or current planning room procedures.



Communication – Messages

- Parents are still required to contact the office for any urgent messages, e.g. same day change in pick up arrangements. This will ensure that urgent messages reach students in time. If the message cannot wait 24 hours, call the office.
- General school related enquires should be made to the office.
- Whole school, grade or whole class notifications sent from the school will be posted within the newsfeed section of the portal and a reply cannot be sent.

Examples of appropriate messages

A parent:

- Making a request for a phone call or face-to-face meeting to discuss their child's progress or an incident
- Sending an RSVP for a PBL Values assembly
- Lost property

Examples of inappropriate messages

A parent:

- Advising of same day change in pick up arrangement
- Discussing details of a negative incident