Information Handbook
Year 1/2
2017

Moonee Ponds Primary School
Wilson St, Moonee Ponds, 3039
Tel: 9375 2511 Fax: 93751939
Principal: Matthew Bott

Email: moonee.ponds.ps@edumail.vic.gov.au
Website: www.mpp.vic.edu.au
INTRODUCTION & WELCOME

This year at Moonee Ponds Primary School we have 5 classes in Year 1/2. The Year 1/2 team plan, implement and evaluate our programs and units of work together, working collaboratively to ensure that we provide a happy, safe, positive and consistent learning environment in all of our classrooms.

We look forward to a productive year working together with you and your children! This booklet contains information for you and your child about some of our programs and activities. We will address many of these during our Information Night early in the year, however if you require further clarification about anything you can contact us by email or speak with us directly.

2017 YEAR 1/2 TEACHERS

<table>
<thead>
<tr>
<th>Matt Burke</th>
<th>Teacher: 1/2 A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 17</td>
<td><a href="mailto:burke.matthew.b@edumail.vic.gov.au">burke.matthew.b@edumail.vic.gov.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Isabel Anderson Kenny</th>
<th>Teacher: 1/2 B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 15</td>
<td><a href="mailto:anderson-kenny.isabel.i@edumail.vic.gov.au">anderson-kenny.isabel.i@edumail.vic.gov.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Holly Coleman</th>
<th>Teacher: 1/2 C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 13</td>
<td><a href="mailto:coleman.holly.m@edumail.vic.gov.au">coleman.holly.m@edumail.vic.gov.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jenny Clark and Nancy Berardone</th>
<th>Teachers: 1/2 D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 12</td>
<td><a href="mailto:clark.jennifer.a@edumail.vic.gov.au">clark.jennifer.a@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:berardone.nunzia.n@edumail.vic.gov.au">berardone.nunzia.n@edumail.vic.gov.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jess Buerckner</th>
<th>Team Leader and teacher: 1/2 E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 14</td>
<td><a href="mailto:buerckner.jessica.j@edumail.vic.gov.au">buerckner.jessica.j@edumail.vic.gov.au</a></td>
</tr>
</tbody>
</table>
A major aim at Moonee Ponds Primary School is to make reading a happy and successful activity for all children. For this to work, we need your help.

At a formal level, children are expected to take home and read their Home Reading books daily. We encourage families to put aside a special time for reading together every night. This reading may include Home Reading Books, library books, magazines, children’s own published work, bedtime stories, or any other form of print children find interesting. This book will not always be a book that they can read independently. It might be a book that can be read by, with, or to your child. Teachers may assist students to select their Home Reading materials at different times throughout the year.

Please remember to read to your children regularly. Encourage discussion about what they have read, asking them to retell the story, discuss the characters and events and talk about the author. Home reading is not intended as an alternative to you reading picture books, poems or longer stories to your children before bed. There is always a place for reading to your child. Let them go to bed 20-30 minutes earlier than ‘sleep time’ and encourage reading in bed. A well-known expert on children’s reading was once asked, “What is the best aid available to help children read?” The reply was “A bed lamp!”

If children ever seem to get upset while reading, it is a good idea to stop and to go on with something else. We want to ensure that reading is seen as a pleasant experience. If reading does seem to be a problem, discuss this with your child’s class teacher. Also be mindful of the need to praise their attempts and effort as practice is only going to help. We want to be building children’s stamina for reading as this has a positive impact on all other areas of learning.

If your child cannot immediately pronounce a word being read, allow some time for them to have a go at the word before jumping in and reading it for them. Don’t let them labour over it for too long; if they cannot read it within a couple of seconds help them and then let the reading flow on. Encourage the use of the strategies they have been taught at school for working out unfamiliar words.

Home Reading will start gradually in week 5. At the beginning of the week children will select 5 books to take home and read throughout the week (1 per night). Children will choose books with the support of the classroom teacher. These books will be returned the following week and they will select their new books. Children who are reading novels can use books from the school library, local library or even books that they have from home. Children will have a Home Reading Record booklet where they can write in the name of the book they are reading and the number of pages read each night. Children will also have individual reading goals that they are working on in the classroom, to continue to focus on during their home reading. The focus of Home Reading is on giving your child the opportunity to practise the skills they are learning at school as well as developing their love of reading.

THE EARLY YEARS OF SCHOOL: CONTINUING TO LEARN AT HOME

Tips from Primary English Teaching Association:
Homework: ‘Good things to do at home.’

Homework for young learners needs to start from your child and your family. Homework should be good things to do at home. School work is for school, not home. There are many things that you, as the child’s first teacher, can do to help your child keep learning and to keep liking learning at school. Since learning is a lifelong experience, it is important the children’s positive attitudes to learning continue. The time you spend with your child before and after school each day passes so quickly it’s important to focus on how and what they are learning and most importantly how they are liking learning all these different things.
Learning each day

- Spend time talking about your child’s day, highlighting the positive experiences
- Spend time involving your child in the jobs you and other family members do around the house each day
- Turn everyday activities into learning opportunities
  - Writing notes and shopping lists
  - Reading signs, logos and prices
  - Comparing products
  - Measuring, looking at procedures in cooking, gardening and construction activities
- Watch a TV program together (cartoon, children’s show, advertisement, news segment) then turn the TV off and talk about it.
- Value drawings, paintings, writing and constructions done at home or school.
- Help your child learn to organise themselves.
- Try to maintain and support your child’s first language, if your child speaks another language in addition to English.
- Turn off the television and other screens (where possible) at least one day a week.
  - Tell your own stories
  - Retell family events together
  - Make up jokes, songs, rhymes from old ones: change the words in known songs and rhymes to suit your family.
  - Walk and talk: go for a walk, look for things of interest to your child and chat about these and other things
  - Read a book together
  - Play a board game as a family

The only compulsory homework for 1/2 children at Moonee Ponds Primary School is Home Reading. Children in Grade 1/2 are required to read at home on a daily basis.

**SPELLING AT SCHOOL**

In Year 1/2, students are building up a range of spelling strategies to help when writing. Our spelling program will focus on three areas: teaching students how and when to use specific spelling strategies, building knowledge of common sounds and the different letter combinations we use to represent them, and ensuring students are practising their own individual spelling words regularly at school. We believe that children learn to spell best when they are using the words that they would normally use in their writing, so some of their individual spelling words will be taken directly from their own writing books. We also believe that students should be working to improve their spelling of high frequency words, so other words will be drawn from the Oxford 200 most used words list, which is made up of words often used by students at these levels. These words will be the basis for a range of spelling activities targeting different learning styles in the classroom. Spelling activities might include playing games such as Scrabble and Boggle, using magnetic/plastic letters to make words, cutting up words and trying to put the letters in the correct order, chanting spelling patterns with a partner or counting syllables and letters. Students may practise writing words they are learning using textas and coloured pencils, whiteboard markers, ICT devices, paintbrushes and other mediums.

When children write at home, you can help them learn some of the common words that they misspell. When a child asks how a word is spelled it is a good idea to ask them to have a go at how they think it is written, then go through the word showing them which letters they have correct, before writing the correct version for them. The best way you can help your child at home is by discussing their work at school. Children should be able to discuss the spelling strategy or sound they are working on at school and together you can focus on words that come up in their home reading. Students can practise their spelling strategies through writing in their Home Writing journal. It is important to let your child work independently and allowing them to make mistakes by not correcting their spelling in this piece of work.
At Moonee Ponds Primary School, literacy is a major priority. To support this priority, teachers at Moonee Ponds Primary School utilise the most current educational practices. This involves a daily dedicated block of time in which the prime focus is the teaching of reading, writing, speaking and listening. Children engage in whole class shared reading and writing activities, where they are encouraged to share their ideas, questions and strategies for understanding and responding to texts. They spend time working in small groups on activities targeted to their specific needs and interests; this grouping of students is fluid and based on their individual needs at any given time. Students are also allowed plenty of time to read and write independently, and are encouraged to enjoy and consider a range of literature.

Research studies indicate that it is during morning sessions that the most effective teaching and learning occur. The Year 1/2 daily literacy sessions are scheduled to commence at 9:00 am where possible. It is therefore most important that students are punctual and arrive in time to participate fully in these sessions.

Our current numeracy program focuses on learning about number skills using hands on materials, pictures and mathematical language. Students work in a range of groupings to practise new skills in the context of real life problems, and are encouraged to discuss their mathematical thinking when solving various problems.

Throughout the year, students explore major topics of study that involve learning across a range of curriculum areas. These topics are known as Integrated Units of Work.

In addition, topical or special events may be covered. Examples of these could include Dress up Days for Book Week and whole school fundraisers, special celebrations and whole school Activity Days.

Every Year 1/2 classroom has an interactive whiteboard, several computers and access to laptops and iPads. The use of Information Communication Technologies is integrated into the overall program, and students are encouraged to develop their ICT skills in a range of situations and activities.

We encourage co-operative learning, creative thinking, and growing independence in all of the activities we undertake at Moonee Ponds Primary School. We do this by encouraging children to:

- Think for themselves
- Be independent thinkers and workers
- Enjoy school activities
- Be sensible and responsible for their behaviour
- Be both responsible and respectful of themselves and of other people and their property.

SPECIALIST CLASSES

Students participate in regular specialist classes throughout the year. Please refer to your child’s timetable to assist with organizing the return of library books and the wearing of appropriate clothing. This year we are fortunate to have the following Specialist Programs:

Physical Education
This will be taken by Jodie Donovan

Arts (Performing- semester 1, Visual- semester 2)
This will be taken by Christine Caminiti

Italian
This will be taken by Nancy Berardone

Library
This will be taken by the classroom teachers
EXCURSIONS, INCURSIONS and CAMPS

During the course of the year, a number of excursions may be arranged. In addition to this, *incursions*, where an activity or program is presented at school by an outside agency, will also be undertaken. Incursions usually involve a performance and student workshops. The purpose of both excursions and incursions is to support and enhance children’s learning. Information regarding excursions and incursions will be sent home with your child prior to the event.

The School Camps Program continues to expand in Year 1/2, in the form of the Prep to Year 2 BBQ and Year 2 Sleepover. This event occurs on a school night in Term 4, at school. Parents drop off their children at school for a BBQ and some games. The Foundation and Year 1 students are picked up soon after, and the Year 2 students remain at school for a sleepover in the Sports and Performance Centre (SPC). This has proven to be a great success with students and an excellent transition into the Year 3/4 camps program.

GENERAL INFORMATION

**Uniform**

The School Council of Moonee Ponds Primary School has made the wearing of school uniforms compulsory for all children attending the school.

**Sunsmart Policy**

During the months from the beginning of September until the end of April, children must wear a broad brimmed hat, bucket hat or legionnaires cap when working or playing outside. Please ensure that your child’s hat or cap is clearly labelled with their name. You can appreciate the difficulty associated with returning a lost or unlabelled hat to its rightful owner when so many of the hats look the same.

In addition to this, please ensure that your child has sunscreen in their school bag and please spend time practising with them and teaching them to apply it independently. We have found the ‘roll-on’ applicators are easier for younger children to use.

**Swimming Program**

The Swimming Program will occur later in the year. As dates are confirmed, information will be sent home to parents. The program is intensive, which means that children will attend a daily lesson for a two week period.

To assist us, it would be greatly appreciated if parents could label all belongings and encourage their children to practise drying off, dressing and undressing, packing and unpacking their clothing and swimming belongings. Please ensure also that long hair is tied back.
COMMUNICATION

Education takes place both at school and in the home environment. For real life education to be successful there needs to be consistency between these two environments. We believe that parents are valued partners in their children’s education, and that students will benefit from seeing positive home/school partnerships where we are working together. We encourage open, 2 way communication between home and school and value your feedback about our programs.

The school publishes a newsletter every fortnight on our website (www.mpp.vic.edu.au) and app. As well as interesting items concerning the whole school, this newsletter communicates information about any upcoming events or programs. Please read the newsletter to remain well informed of school matters. Hard copies are available at the General Office and at Before and After Care.

Our Year 1/2 Blog is another source of information more pertinent to Year 1/2 students and families. You can visit our blog here: http://mppsonetwo2015.global2.vic.edu.au

STUDENT WELLBEING

All of our students have the right to feel safe and secure in our school community. To ensure this right, a whole school Code of Conduct has been developed involving the concepts of care, collaboration, respect and optimism. In addition to behavioural expectations, students are encouraged to use the following approach.

Stop- there’s a problem.
Think- think about what you can do to stop the problem.
Do- follow the problem solving steps, as listed below:

1. Ignore the problem unless it is dangerous.
2. Ask the person to stop what they are doing, tell them you don’t like it.
3. Move away from the person.
4. Speak to a teacher about the problem.

If your child is ever upset with anything that has happened at school, we would appreciate you contacting us quickly, so we can deal with the problem immediately.

HELPING OUT AT SCHOOL

Come and help out...

Parents are encouraged to be involved in their child’s school life. This involvement can operate at the school level, e.g. School Council, Parents’ Association, Fundraising Committee, or at the classroom and area level e.g. helping with excursions and sports carnivals, providing expertise and resources related to topics or units of work, and participating in classroom programs.

If you are interested in being involved at either level of the school’s operations, please speak to the office or your classroom teacher at your earliest convenience. All volunteers will need to carry a Working with Children Check and follow the Code of Conduct procedures and guidelines. All visitors to the school during school hours need to sign and out at the General Office.
USEFUL LINKS


School Website – http://www.mpp.vic.edu.au

201 Literacy and Maths Tips to Help Your Child


Working with Children Check applications