



Welcome to Year One

Wednesday 5th February 2025

Parent Information Session



REACH for the sky



Resilient



Engaged



Accepting



Collaborative



High Achieving



'Empowering curious and independent learners in an inclusive and future-focused environment'



Staff working with us this year

Specialists

- The Arts: Mrs. Lam
- PE: Mrs. Arrowsmith
- Japanese: Sensei Gartrell
- Digital Tech: Mrs. Halsey
- Music: Mrs. Metcalfe

PRIDE Teacher

- Mrs. Darlington

Teacher Aides

- Mrs. Eve
- Mrs. O'Neil
- Mrs. Knight



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Seesaw

We will use Seesaw as a form of communication and sharing of student work.

We will endeavour to set it up and have it actively working halfway throughout the term. We will also endeavour to share weekly (individual or whole class news on this platform). If there is anything urgent, please email me 😊.



In regards to respecting people's privacy, please only download photos of your own children.



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Be Prepared



Act responsibly



Work as a Team



Show respect

Expectations and Values



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Class rules and behaviour systems



Track the speaker when someone is speaking

1	2	3	4	5
6	7	8	8	10



Listen and follow instructions

1	2	3	4	5
6	7	8	8	10



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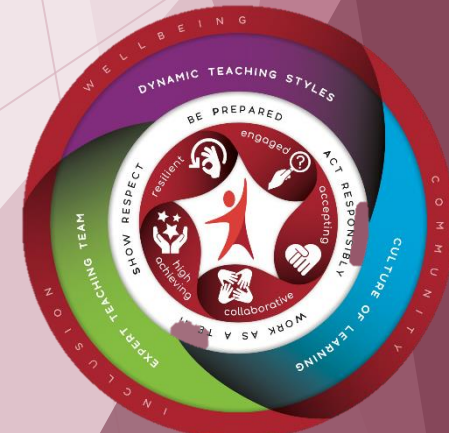
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Class rules and behaviour systems



Be Prepared



Act responsibly



Work as a Team



Show respect

Our classroom rules linked to the school expectations are outlined on mystery prize reveal board which requires students to **work together** and allows them to be recognized for their positive behaviours.

This behaviour rewards incentive chart helps to set **goals for the class** and motivate 1K to work hard to achieve them.



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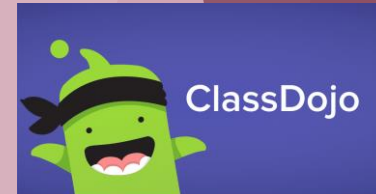
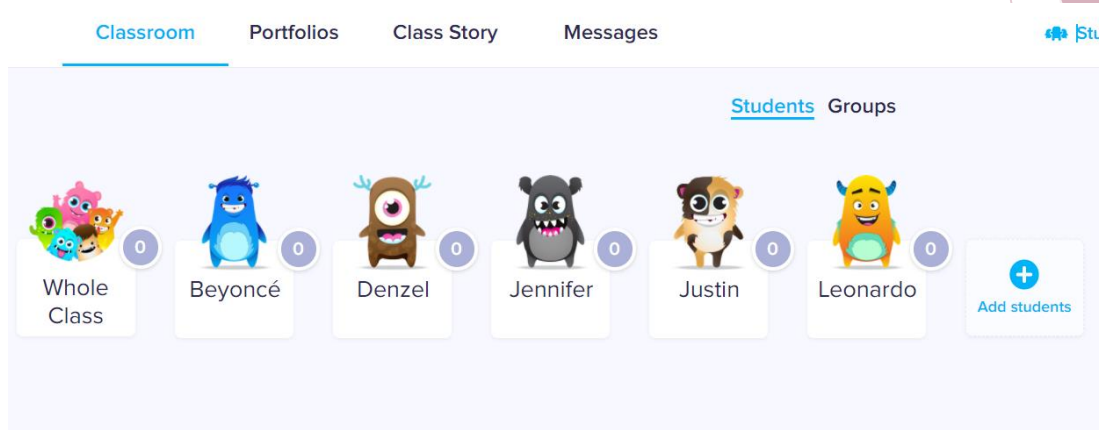
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Class rules and behaviour systems



Individual Class Dojo 'Spin the Wheel' award ideas

Thursday, 25 January 2024 7:30 PM

- Bring a carpet buddy to school (individual)
- Bring a figure (individual)
- Sit with a friend
- Shoes off for the day (except for lunch times and specialist lessons)
- Choice of a movement break (e.g., Go Noodle etc.)
- Sit on a cushion
- 10 minutes free time
- Choose an afternoon game
- Keep Maynard the Lion at desk for the day



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Be Prepared



Act responsibly



Work as a Team



Show respect





Class rules and behaviour systems



Be Prepared



Act responsibly



Work as a Team



Show respect

 1 Accept supervisors'...	 1 Be at the right place at the...	 1 Cooperate with others...	 1 Line up in 2 lines with...
 1 Listen and follow...	 1 Move around our school...	 1 Persistence	 1 Raise your hand to speak
 1 Stay on task	 1 Track when someone is...	 1 Use appropriate...	 1 Walk down to the floor...



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Before school routine

- ▶ *Change to before school routine* - children are not to drop bags at the classrooms or be upstairs until the 8:50am bell. If being dropped before 8:50am, children take their bags with them to the handball courts

8:30am – Gates open and supervised waiting areas open:

- *Handball Courts*: active area where students can play ball games with tennis ball sized balls
- *Front of school synthetic turf*: quiet area where students can sit and chat or play quiet games

When students arrive, they are to take their bags to the supervised areas and wait for the 8:50 bell to go. This will keep classroom areas quiet while teachers are preparing for their day and having team meetings. Students are able to use the toilets during this time.

All unattended students are to wait in these areas. If there is an adult with a student, you are welcome to find an area anywhere in the school to wait quietly.

Please note that no playground equipment is to be used in this time due to health and safety regulations.

Alternatively, you can enrol your child into the Outside School Hours Care (OSHC) program which is run by our P&C.

8:50am – School bell rings and students move to classroom areas. This bell is a longer one and it's expected that by the time this finishes, all students have reached their classrooms.





Class Information

8:50am	Readiness bell
9:00am	School Day Begins
11:00-11:10am	Eating time
11:10-11:40am	First Break play
11:45am	Middle session commences
1:15-1:25pm	Eating time
1:25-1:55pm	Second Break play
3:00pm	School Day Finishes



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Curriculum



Australian CURRICULUM

We cover all Learning Areas of the Australian Curriculum across the year.
There are sometimes different areas covered in each Semester.



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ENGLISH

Key Learning:

Responding to imaginative texts

Success Criteria:

- Clearly retell a familiar story
- Express an opinion about a character using details from the text
- Use vocabulary from the text
- Use features of voice to present
- Experiment with volume and pace when presenting
- Vary intonation or volume for emphasis
- Express an opinion with a simple justification
- Use connected sentences
- Use new (precise) vocab

Assessment:

To share ideas and express an opinion about a character from a familiar imaginative text.



MATHEMATICS

Key Learning:

Number and Algebra

- demonstrate that numbers to 120 can be represented and composed in various ways

Space

- give and follow directions to move people and objects within a space

Statistics

- collect and record categorical data
- create one-to-one displays
- compare and discuss the data using frequencies
- translate data into a tally chart
- explains how data can be used to answer a question

Assessment:

To collect, record and represent data in a one-to-one display and compare and discuss data.



SCIENCE

Material Madness

Key Learning:

Students will explore that everyday materials can be physically changed in a variety of ways according to their properties.

Assessment:

To describe the effects of physically changing a material to make a boat that floats. To make a prediction, participate in a guided investigation and record and share observations.



HASS

My Changing Life

Key Learning:

Students will investigate their personal history and identify and describe important dates and changes in their own lives.

Assessment:

To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.



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MUSIC

Different Places

Key Learning:

To perform and compose a phrase of music and perform music about different places.

Assessment: Perform a composition for the class by staying in tune and keeping in time when they sing and play.

THE ARTS

Charlie Cook's Favourite Book

Key Learning:

This term in DRAMA, we will present tableaux and short improvised scenes in class. Exploring Characters (roles) and Settings (Situations) connecting with and supporting skills and ideas for the English narrative unit.

Assessment: Students will be assessed on their participation in drama activities.

HPE

Swimming

Key Learning:

This term in Physical Education lessons, students will demonstrate aquatic survival and safety skills in a variety of situations. They will perform a survival swim and demonstrate rescue techniques that incorporate the elements of movement.

Assessment: Performance and Practical observations.

JAPANESE

Japanese Masters

Key Learning:

This term in Japanese, students establish basic knowledge of Japanese language systems while learning to recognise and use common daily greetings and expressions, and identify the 3 Japanese scripts.

Assessment: Listening and script recognition test.

DIGITAL TECHNOLOGIES

Key Learning:

This term students will explore basic algorithms and use Bee-bot devices to create and program a series of challenge tasks including maze navigation.

Assessment: Teacher observation of classroom activities and tasks. Video recordings on the iPads of coding.



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Curriculum



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We cover all Learning Areas of the Australian Curriculum across the year.
There are sometimes different areas covered in each Semester.

Our specialist timetable is as follows this term:

MONDAY	Music 11:45 – 12:15pm	
TUESDAY	Swimming 10:30 – 11:00am	
WEDNESDAY	Library borrowing – 12:15 -12:45pm	Japanese 12:45 – 1:15pm
THURSDAY	The Arts 12:15 – 12:45pm	Digitech 12:45 – 1:15pm
FRIDAY	The Arts 12:45 – 1:15pm	



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Ways of teaching

Investigations (Play based inquiry learning):

Students in each Grade 1 class will engage in investigations and respond to provocations for the first 45 minutes of the day, 4 days a week. Play based investigations and provocations consist of teachers implementing cross curriculum investigative areas that are open ended and engaging, and allow for authentic and connected learning experiences.

This will be followed up by time for reflection and discussion about investigations that will be continued, modified, renewed or started afresh based on students needs and interests.



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Ways of teaching

Explicit Teaching:

Students will participate in explicit reading, writing, mathematics, spelling and handwriting lessons throughout the remainder of the day that are linked to investigations where applicable.

Collaborative:

Students will have opportunities throughout the term to collaborate with their peers across the whole of Year 1.



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Home Readers

2 types of books for home reading

Decodable – Your child reads these to you to practise their decoding/sounding out skills

Authentic – You read these to your child and engage in discussions throughout to develop oral language skills

What are decodable texts?

Decodable texts help beginning readers practise their developing letter-sound knowledge. They are written using only the letters and sounds a child has been taught. These texts encourage children to read without guessing words. If your child struggles with a word, model how to sound out each letter and blend them together, like for "cat": /c/ /a/ /t/ → "cat". Some decodable texts may also include high-frequency words, like "the" or "said," that children have already learned.



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Home Readers

How can I help?

- If your child encounters an unfamiliar word, guide them to sound out the letters and blend the sounds.
- If they still struggle, provide the word to avoid frustration.
- Early readers may read slowly and carefully, which is normal.
- Encourage regular reading of decodable texts to build skills.

Authentic Texts (e.g. Library books)

Why use shared book reading?

Shared reading involves an adult reading aloud with a child, promoting language development. This helps children understand more complex texts later on. Shared reading also exposes children to words and stories they may not yet be able to read on their own. It builds strong oral language skills that support literacy.



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Collaborative Approach to Teaching

Weekly meetings occur in year level teams to deeply understand your child and what their next step is in learning. We work together to develop a plan for the targeted teaching of all students using child appropriate pedagogy.

At the meeting:

- Class teachers
- PRIDE Teacher



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MAYFIELD 'SS' PRIDE TEAM

Working with students, teachers and families to remove barriers to learning

P Pedagogy
R Relationships
I Inclusion
D Differentiation
E Engagement

The P·R·I·D·E Team
 'Provisioning for all learners'

The **PRIDE** Team at MSS are committed to *building positive relationships* with the whole school community to *understand and actively support all students.*

- PEDAGOGY**
- RELATIONSHIPS**
- INCLUSION**
- DIFFERENTIATION**
- ENGAGEMENT**

Melissa Elliott Belinda Darlington Jake Eve Lana Halabe Greg Curran

Inclusion
Prep & Year 2

MON TUE WED THU FRI

Inclusion
Year 1 & 2

MON TUE WED THU FRI

Inclusion
Year 3 & 6

MON TUE WED THU

Inclusion
Year 4 & 5

MON TUE WED THU

Maths Coach

WED THU

Tara Urquhart

Donna Lipyeat

Darija Kereama

Anne-Maree Hamilton
(Chappy Ree)

Buster

Speech Language Pathologist

WED

Guidance Officer

THU

School Psychologist

TUE WED

Chaplain

MON TUE

Wellbeing Dog

MON

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The P.R.I.D.E Team

'Provisioning for all learners'

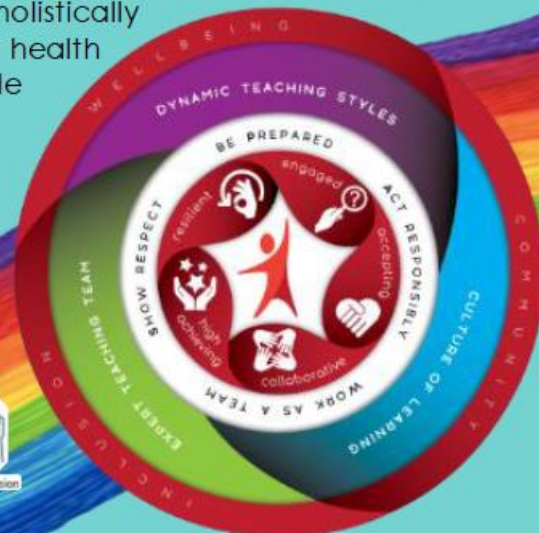
P Pedagogy
R Relationships
I Inclusion
D Differentiation
E Engagement

The PRIDE Team at MSS are committed to *building positive relationships* with the whole school community to *understand and actively support all students.*



We will do this by:

- Developing plans of learning through cycles of inquiry
- Working collaboratively through a co-teaching model to build teacher capability and enact high quality differentiation for all
- Responding to student data to differentiate with rigour
- Using age appropriate pedagogies
- Promoting inclusivity by respecting and valuing diversity
- Understanding students holistically
- Promoting good mental health and wellbeing of the whole school community





Daily timetable

A Typical Day in Year 1

Unpack bags - put away lunchbox, munch and crunch, drink bottles

Circle Time - greeting, setting the tone

“Tuning in” - setting up investigation time for the morning

Investigation Time

Reflection and Discussion

Explicit Teaching time (Reading, spelling, writing)

1ST BREAK

Explicit Teaching Maths, Science, HASS, Health

Specialist lessons

2nd BREAK

Specialist Lesson, Visual Art, Science, HASS/Health

Pack up to go home



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Upcoming Events



Excursions – Will be communicated closer to the date. Planned for Term 3.

Key dates this term:

Week 2

3rd Feb - Community Welcome Breakfast

4th Feb - Swimming begins

5th Feb - Parent Information Session

Week 8 – HARMONY WEEK

17th March- Harmony Day Dress Up

Week 9

26th March - Parent teacher interviews

27th March – Cross Country

Week 10

4th April – Mad Hatters Parade



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Medical Information



- ▶ Medication is administered through the office – ALL medication **MUST** have doctor's label stating student's name, dosage and time to be administered
- ▶ We have emergency procedures in place for students with medical needs. Please ensure health plans from your child's doctor are up to date and a copy is provided to the school

Birthdays



- ▶ Parents can bring in cupcakes, muffins, ice-blocks etc. If these are baked at home there needs to be **list of ingredients**. Please let the class teacher know if you are sending in cakes or muffins.
- ▶ Parents need to let the class teacher know if they do not wish for their child to participate. Parents may wish to provide alternatives for their child.



Communication

With me:

- Email questions. To allow teachers to focus on planning, teaching and learning as a priority, it is a policy at Mayfield State School that we will reply to emails within **48 hours**. Please make an appointment for face to face meetings

Facebook – search Mayfield State School

Website – <https://mayfieldss.eq.edu.au/>

Newsletter – emailed fortnightly

Assembly – each Monday afternoon, 2:30pm

QParents App – absences, reports, update student info

 → Stay up to date with events through our newsletter, website and Facebook.

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Tips for a great year

Keep up to date with emails (we will try not to send too many!).

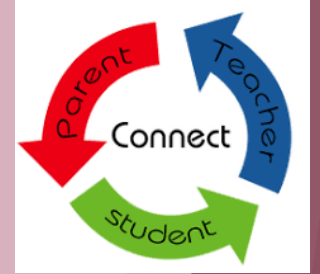
Talk about school, learning and trying new things in a positive manner with your child.

The right amount of sleep!

A filling breakfast before the school day begins.

Working as a team with your class teacher - we have the same goals for your child.

If changes are happening at home that could affect your child's day, please let your child's teacher know via email or arrange a meeting.



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THANK-YOU FOR TUNING IN

My email:
ewkin0@eq.edu.au



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