



Welcome to Year One

Wednesday 31st January 2024

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: Mr. McKeough
- Music: Mrs. Metcalfe

PRIDE Teacher

- Mrs. Reason

Teacher Aides

- Mrs. Proctor
- Mrs. Bilbey



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Be Prepared



Act responsibly



Work as a Team



Show respect

Expectations and Values



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'REACH for the sky'



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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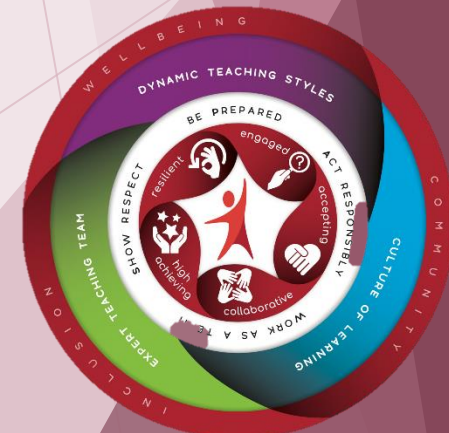
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Class rules and behaviour systems



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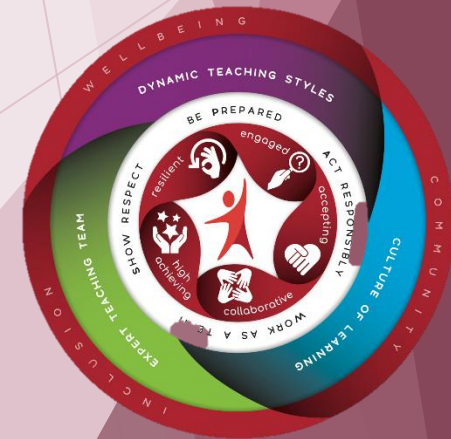
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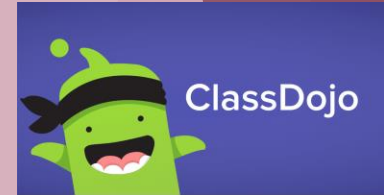
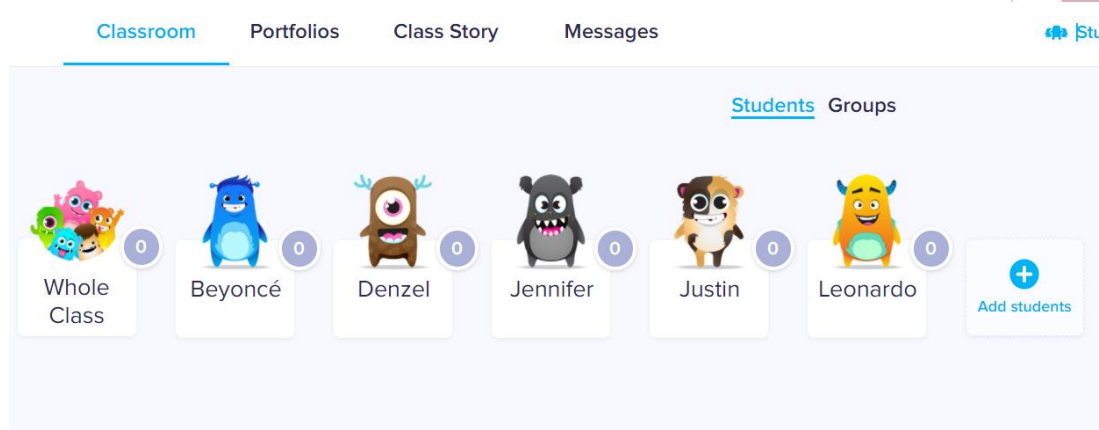
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‘Empowering curious and independent learners in an inclusive and future-focused environment’



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



- ▶ Each school day commences at 8:55am (with a readiness bell at 8:50am). Children should plan to arrive at school around 8:30am unless they have organised before school commitments.
- ▶ Children arriving early should attend Before School Care, or sit with a parent. You are more than welcome to sit down on the benches underneath the building near the uniform shop and the tuckshop before the readiness bell 😊.
- ▶ Once students enter the classroom they can put their lunchbox in the fridge and drink bottle away, and choose an activity to begin.



Class Information

8:50am	Readiness bell
am	School Day Begins
11:00-11:10am	Eating time
11:10-11:40am	First Break play
11:45	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:

- Explain why people create stories
- Add details about events, settings and characters using describing words
- Say what I like or dislike about something in a story
- Add details about setting and characters
- Retell a story by describing the beginning, problem and solution
- Say what is the same or different about myself from the story
- Retell the beginning middle and end of a story
- Write details about my ideas and events

Assessment:

To share a retell of events and characters from a story. Then create their own short story using known or unknown characters and events.



MATHEMATICS

Key Learning:

Year 1 Working towards

Number and Algebra

- Demonstrate that numbers to 99 can be represented and composed in various ways
- Recognise patterns in the environment and choose ways of representing e.g. shape

Space

- Use simple directions and pathways to move the positions of people

Statistics

- Use simple surveys to collect and sort data, based on a question of interest
- Recognise that data can be represented in different ways



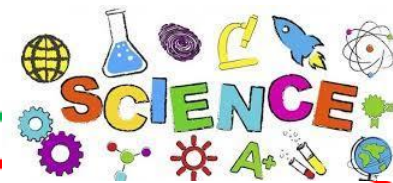
SCIENCE

Key Learning:

To describe and represent the changes to a living thing in its life stages. To compare the life stages of two different living things.

Assessment:

Multimodal tasks – diorama and questioning.



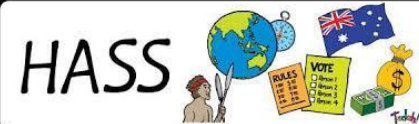
HASS

Key Learning:

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

Assessment:

Storyboard and class presentation.



MUSIC

"Save the World"

Key Learning:

To perform and compose music using the stimulus of saving the environment.

Assessment:

Compose & perform a song about the environment using a known song & changing the lyrics.

The Arts

Key Learning: Students will begin the term completing their Character representations with a technology approach to create a Media artwork.

Assessment: Students will then be working on devising a dance that represents a story.

HPE

Key Learning: Students will learn and perform a range of fundamental movement skills and apply them during athletics rotations. Including modified high jump, long jump, shot put (using bean bags) and sprints.

Assessment: Students will perform fundamental movement skills through modified athletics discipline movement challenges.



Act responsibly



Work as a Team



Show respect

JAPANESE

"Nice to meet you!"

This term in Japanese we will learn to introduce ourselves in Japanese (name, nationality, age, year level, no. of family members, likes), understand and respond to Japanese classroom instructions, listen to self-introductions and locate information about individuals. **Assessment:** Use of Japanese in class, responding to Japanese instructions, "Self-introduction" listening task.

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



Australian
CURRICULUM

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 Parade 2:30pm

TUESDAY Digi Tech Mr McKeough 10:30-11:00am and 11:45-12:15pm Japanese Sensei Gartrell 12:15-12:45pm Library Borrowing 12:45-1:15pm

WEDNESDAY Music Mrs Metcalfe 2:00-2:30pm The Arts Mrs Lam 2:30-3:00pm

THURSDAY PE Mrs Arrowsmith 9:00 - 9:30am



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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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Homework

In Term 1, homework will be comprised of (optional) Reading Eggs assigned Mathematics tasks, which will reflect content being covered in the classroom.

Tasks will involve:

- Reading every day
- Sight words
- Differentiated spelling/ handwriting



Homework will begin in Week 3. Homework exercise books will be sent home in their book bag on Wednesday and returned on Monday.

Home readers will also be organised and will start next week.



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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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PRIDE TEAM 2024

WORKING WITH STUDENTS, TEACHERS AND FAMILIES TO REMOVE BARRIERS TO LEARNING



**Head of Inclusion
Years 1 and 2**
Carlie Reason

**Inclusion
Prep**
Melissa Elliot

**Inclusion
Years 2/3
and 3**
Belinda
Darlington

**Inclusion
Years 4 and
5/6**
Lana Halabe

Guidance Officer
Donna Lipyeat

Chaplain
Chappy Ree
(Anne-Maree
Hamilton)

**Speech
Language
Pathologist**
Tara Urquhart

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

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

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

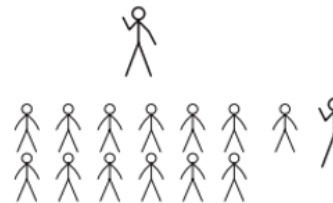



**Pedagogical
Coach
(Math)**
Greg Curran

WHAT DO WE DO?

- Work closely with students, teachers and families
- **Co-teach in classrooms**
- CCIP
- Find ways to allow all students to engage in learning and express their understanding and knowledge in ways meaningful to them (**UDL**)
- Support students with classroom learning, social/emotional learning, wellbeing
- Refer students to departmental therapists for support where needed
- Liaise with external therapists

Whole School Inclusive Education Process

Co-Teaching Model	Roles	Description	Class Setup
One teach, one assist	One student group: One lead teacher and another teacher teaching on purpose	The class teacher and PRIDE teachers take turns assuming the lead role. One leads while the other provides minilessons to individuals or small groups in order to pre-teach or clarify a concept or skill.	
Teaming	One student group: Two teachers teach the same	Both teachers direct a whole-class lesson and work cooperatively to	A, B, C 

The Universal Design for Learning Guidelines

	Provide multiple means of Engagement Affective Networks The "WHY" of Learning	Provide multiple means of Representation Recognition Networks The "WHAT" of Learning	Provide multiple means of Action & Expression Strategic Networks The "HOW" of Learning
Access	Provide options for Recruiting Interest <ul style="list-style-type: none"> Optimize individual choice and autonomy Optimize relevance, value, and authenticity Minimize threats and distractions 	Provide options for Perception <ul style="list-style-type: none"> Offer ways of customizing the display of information Offer alternatives for auditory information Offer alternatives for visual information 	Provide options for Physical Action <ul style="list-style-type: none"> Vary the methods for response and navigation Optimize access to tools and assistive technologies
Build	Provide options for Sustaining Effort & Persistence <ul style="list-style-type: none"> Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community Increase mastery-oriented feedback 	Provide options for Language & Symbols <ul style="list-style-type: none"> Clarify vocabulary and symbols Clarify syntax and structure Support decoding of text, mathematical notation, and symbols Promote understanding across languages Illustrate through multiple media 	Provide options for Expression & Communication <ul style="list-style-type: none"> Use multiple media for communication Use multiple tools for construction and composition Build fluencies with graduated levels of support for practice and performance
Internalize	Provide options for Self Regulation <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation Facilitate personal coping skills and strategies Develop self-assessment and reflection 	Provide options for Comprehension <ul style="list-style-type: none"> Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization 	Provide options for Executive Functions <ul style="list-style-type: none"> Guide appropriate goal-setting Support planning and strategy development Facilitate managing information and resources Enhance capacity for monitoring progress
Goal	Expert learners who are... Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

CAST | Until learning has no limits

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.



Daily timetable

A Typical Day in Year 1
Unpack bags - put away lunchbox, drink bottles
“Tuning in” - setting up investigation time for the morning
Investigation Time
Reflection and Discussion
Explicit Teaching time (Reading, spelling, writing)
1 ST BREAK
Explicit Teaching Maths, Science, HASS, Health
Specialist lessons
2 nd 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 events -

Thursday 1st – Swimming commences 9:00-9:30am.

19th March – Cross Country

20th March – Parent Teacher Interviews

Week 9 – Harmony Week



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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.



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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Communication

With me:

- Email questions (24 hour turnaround)
- 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



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Tips for a great year

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

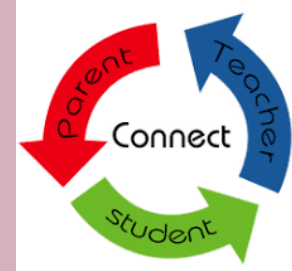
Talk about school, learning and trying new things in a positive manner with your child.

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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