ALTONA PRIMARY SCHOOL
Parent Information
Preparation for School
2014
The 2014 Prep Team

Prep M – Joanne Mathrick
Prep NB – Jess Nichols / Hannah Beckman
Prep S – Christina Sakellarides
Prep W – Melissa Wendt (Team Leader)
School Council

School council president
Eamon.
A short presentation from the school nurse.
Who Can help you?

If you have any concerns and wish to speak to someone this chart may help;

Who Can I talk to?

Classroom Teacher

Team Leader
Melissa Wendt

Leading Teachers
Adam McPherson
Tammie Thompson

Vice Principals-
Nicole Fridley & Debbie Galvin
Principal- Kevin Enright
PREPARING FOR SCHOOL
- TRANSITION

• New situations within a new environment
• Bigger buildings and grounds
• Many more children; new children
• Less adult support
• New rules
POSTIE!

Classroom notes will go home in children’s mailbags. You can subscribe to the school newsletter on the APS website.

To foster independence, we ask that children be responsible for posting notes from home to the classroom teacher by using the post box. Please remind your child in the morning if they have something to post.

Remind your child if they have a lunch order. Place the order in your child’s mailbag and when they arrive at school your child can place it in the lunch order box.
Classroom Behaviour

- **Rewards Chart**: Students work towards achieving 10 tokens. When 10 tokens have been collected they can choose various rewards.
The Prep Classroom
First Term at School

• The **first term** of school is all about establishing routines and familiarising the children with their new school environment.

• Your child will be attending school for four full days a week commencing on **date?**. 8:45am to 3:15pm

• For the **first four Wednesdays** the Prep students will not be required to attend school.
Specialist Programs

- Art
- Physical Education
- Music
- LOTE – Japanese
- Library
- ICT
Literacy at School

Structure of the Literacy Program:
Individual, small group and whole class instruction

Speaking & Listening: integrated across all areas

Reading: Concepts about Print, repetitive texts, reading strategies, comprehension

Writing: Generating ideas, recording ideas (symbols, letters, words, sentences)

Development of letter/sound/word knowledge – through developing student interest, exploration and application

High Frequency Words – What are they? What is their importance?
Classroom teaching program: Literacy – Reading Structure

Whole Class focus

Independent Reading

Authentic Reading Task

Share Time

Teacher / Student conferencing (one-on-one)

Guided Reading
<table>
<thead>
<tr>
<th>My Reading Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the pictures.</td>
</tr>
<tr>
<td>Sound it out.</td>
</tr>
<tr>
<td>Look for chunks.</td>
</tr>
<tr>
<td>Make your reading sound smooth.</td>
</tr>
<tr>
<td>Get your mouth ready.</td>
</tr>
<tr>
<td>Does it sound right?</td>
</tr>
<tr>
<td>Skip it and read on.</td>
</tr>
<tr>
<td>Change your voice and use expression when you see...</td>
</tr>
<tr>
<td>Does it look right?</td>
</tr>
<tr>
<td>Does it make sense?</td>
</tr>
<tr>
<td>Think about the story.</td>
</tr>
<tr>
<td>Go back and reread.</td>
</tr>
<tr>
<td>Look for hidden words.</td>
</tr>
<tr>
<td>Word building</td>
</tr>
<tr>
<td>Track the text.</td>
</tr>
</tbody>
</table>

- Bear
- Ear
- Toy Story
- Hand
- Dog
- My ______ is Buzz
- Bold
- Cat
- Car
- Beach
Cued Articulation

Example of Prep student using Cued Articulation when reading
Classroom teaching program: Literacy - WRITING

Whole class focus

Guided writing (Small group)  Independent writing  Teacher / Student Conferencing (one-to-one)

Share time
This Friday morning we were going swimming. (Have we gone swimming as a school swim school. We went with Miss Sophia, Lisa, Thaya, Nallie and Oriana. The first time I was a little nervous. My swim teacher is Abbey. She spoke in my group is Sven, Akila, Sara, Ann and Harrow. The pool was warm. The water was not deep. It was shallow. I swam my
Word Wall
Literacy at Home

Develop a positive learning environment; praise, patience, time
Create opportunities …
• to develop oral language
• to read to and with your child
For writing…
• exploring letters, sounds and words
Numeracy at School

MATHMATICS LESSON STRUCTURE
Keys to effective mathematics planning, delivery and assessment

1. WARM UP
   - PURPOSE: Motivate, Engage, Think mathematically
   - 5 - 15 mins

2. INTRODUCTION
   - PURPOSE: Setting the scene, Effective modelling and questioning, Mathematical language, To identify and articulate the mathematics
   - 5 - 10 mins

3. STUDENT ACTIVITY
   - PURPOSE: Develop key mathematical understandings, Problem solving, Explicit teaching opportunities
   - 20 - 35 mins

4. REFLECTION/SHARE
   - PURPOSE: Articulate, elaborate and/or consolidate learning, language and strategies
   - 5 - 15 mins
Classroom teaching program: Mathematics - Structure

- Warm up activity
- Whole class introduction
- Individual learning task
- Teacher conference (one-to-one)
- Small group activity
- Share time
WORK SAMPLE EXAMPLE: NUMBER

Trace over the numeral in each box. Colour the correct number of objects in each row.

My family
There are 1 people in my family.
Boys
Girls

Ralph the robot
1. Colour all the squares in red
2. Colour all the circles in yellow
3. Colour all the rectangles in purple
What a maths classroom looks like.
NUMERACY AT HOME

Children need lots of experiences in making, counting, drawing and talking about numbers. Make connections for your child by explaining how numbers and counting are part of everyday life.
Prep Learning Packs

To be handed out to children at the final transition session.

 Packs include:

- APS booklet for children to complete with parents.
- Ideas for Numeracy at home, number tracing card & 100 chart.
- Ideas for Literacy at home, name tracing card, alphabet tracing card, letter & sound card and sequencing activities.
Prep Initial Assessment - EOL/MOL

• Assessment will take place during the first four weeks of school
• Your child will be given an appointment time, where they will be required to come to school for one hour on a Wednesday
• Your child will work one to one with the teacher to complete the assessment (Literacy and Numeracy)
• While your child is working with their classroom teacher, parents are asked to complete a questionnaire
• After the assessment, the teacher will meet with the parents to give immediate feedback
The Assessment involves...

**Literacy and Numeracy tasks**
- Letter and sound identification
- Reading Skills
- Writing Skills
- Speaking and Listening skills
- Counting and place value skills
School, Home and Community Partnerships

Developing common understandings about literacy and numeracy acquisition between the home and school.

Working together with parents to ensure optimum learning opportunities for students.

All school policies and the information booklet can be found on our school website.
Parent Education Program

Classroom Helpers Program will be offered in Term 1 – Helping in Literacy and Numeracy. Four consecutive sessions will be held during the day

All volunteers need to have a current working with children’s check before they can help out with classroom or school activities
Altona Primary School Website


- Transition Information
- School information booklet
- School policies
- Important dates
- Newsletters
- Links to educational websites
Thank you for your attendance

Best wishes for a fabulous 2015!