



Kensington  
Primary School

# Welcome to Year 1-2

## **VISION:**

**To be a safe and caring community who learn and grow together, to make a difference for us and our world.**

# COMMUNICATION

- Visit KPS website - Updated regularly.
- KPS Newsletter / Office Update.
- Diary checked every day.
- Phone the office.
- Email. (Replies will be in business hours. Please allow 2 days for a reply. If urgent please ring the office).
- Make an appointment.

After school meetings are Tue / Wed (Thurs for some)

Please don't hesitate to get in contact with us, particularly if you have a question or a concern. That way we can do something about it.

# HOME LEARNING

20 minutes per night is DET recommendation.

Reading: 10 minutes as suggested in our whole school homework policy.

The remaining time could be used for mathematics, spelling or inquiry show and tell when applicable. On the KPS website there are suggestions for maths home learning activities.

Inquiry show and tell is student driven and will only occur once a term.

Home Learning is not about you teaching; rather, it is about supporting and encouraging the development of positive learning habits.

# EXCURSION PROGRAM

Excursions are an exciting and essential part of our learning.

Please return your completed and signed permission forms at the earliest opportunity to ensure that your child doesn't miss out on participating in excursions. The information form is for you to keep for your reference.

When attending excursions we ask that students always bring a hat, wear appropriate footwear and uniform, use their library bag (or smaller bag - NOT PLASTIC) instead of whole school bag.

We frequently welcome parent involvement, please ensure you have a current WWCC or are in the process of obtaining one.

# KENSINGTON KICK OFF

Developed specifically for Kensington Primary School, based on student feedback and Attitudes to School Survey. The program aims to set the tone for the year of learning.

## DAY 1 - Great Expectations

(Vision, Respect, Responsibility, Rules)

## DAY 2 - Hear Me Roar (Pride)

(Gems, Personal and shared Pride, Positive Self-Talk, Confidence)

## DAY 3 - Being Healthy

(Brain Breaks, Nutrition, Sleep, Water, Physical Activity)

## DAY 4 - Being Happy

(Friendliness, Mindfulness, Positive Thinking, Compassion)

## DAY 5 - Being Engaged

(Creativity, Collaboration, Goal setting, Persistence, Grit)

## DAY 6 - Being Inclusive

(Individuality, Family, Diversity, Difference, Compliments)

## DAY 7 - Student Voice

(Class Circles, Disagreeing Respectfully, Sharing our thinking)

## DAY 8 - Self-Awareness

(Emotional Regulation, Emotion Awareness, Strengths)

## DAY 9 - Growth Mindset

(How we Learn, Fixed Vs Growth Mindset, Personal Goals)

## DAY 10 - Social / Relationship Skills

(Kindness, Conflict Resolution, Cooperation)

# TIMETABLES

1-2R

Monday	Library
Tuesday	PE
Wednesday	Music and Art
Thursday	LOTE/STEM

1-2D

Monday	Library
Wednesday	Art
Thursday	LOTE/STEM
Friday	Music and PE

1-2A

Tuesday	Art
Wednesday	Music
Thursday	Library
Friday	PE and LOTE/STEM

1-2X

Tuesday	LOTE/STEM
Wednesday	Music and PE
Thursday	Art
Friday	Library

1-2H

Wednesday	Art & PE
Thursday	Library
Friday	Music & LOTE/STEM

1-2L

Tuesday	PE Music
Wednesday	LOTE/STEM Art
Friday	Library

1-2B

Tuesday	PE and Art
Wednesday	LOTE/STEM & Music
Thursday	Library

# The Year 1/2's BIG AIMS

To develop student independence and promote ownership of individual learning progress (Learning Goals).

To ensure Learning GROWTH for every individual.

To create a safe and caring learning environment where students are motivated to achieve their goals.

# CURRICULUM

Planning based on Victorian Curriculum and Student Learning Data.

5 hours of reading, writing and maths instruction each week.

4 specialist classes per week. Art, Music, PE, Indonesian / STEM.

Reading - Visualising, comprehension, fluency, retell, predicting, author's craft.

Writing - Spelling, handwriting, text structures, punctuation, grammar, vocabulary, purpose.

Maths - Number, measurement, geometry, statistics and probability

Inquiry - Big ideas: Term 1: *What makes a good learner.*



# GOAL SETTING in Year 1-2

In the 1-2 classes this year students will identify their own learning goals (with assistance from the teacher) which will be displayed in the classroom. This acts as a visual reminder to the students. Once the goal has been achieved students record their goals and reflect when necessary.

Goals can be set from assessment data, past reports and learning conferences.

Students will be supported to take ownership of knowing their goal, and will develop skills in providing evidence of goal achievement.

# LEARNING CONFERENCES

Every child will have Learning Conferences with their teacher.

## **During a Learning Conference:**

- Discuss current and past learning goals
- Look at evidence
- Set new Learning Goals
- Explicit Teaching of skill or concept.

Learning Conferences are sometimes 1 on 1, sometimes Roving and sometimes in small groups.

# 1:1 Conference Example

T: Hi Sally, can you tell me about your writing goal?

S: Sure, I am working on adding descriptive words to make my sentence more interesting.

T: Ok, and how have you been doing that?

S: I can re-read what I wrote and add descriptive words.

T: I would love to see that! Show me where you've done this.

S: I added a word to this sentence here.

T: Well done, great work! That's something you can be proud of! Could you tell me another descriptive word you could have used?.... Let's look at your next goal.

# ASSESSMENT

Common assessment tasks and pre assessments will be given before each unit of work to determine each student's readiness to learn and the teaching strategies required for them to progress.

Students results will be shared with the students during conferences and goal setting sessions.

Reading - Fountas and Pinnell

Writing - Moderated Writing Samples

Maths - Pre and Post Tests, PAT Maths

# BOUNCE BACK

<b>B</b>	Bad times don't last. Things get better. Stay optimistic.
<b>O</b>	Other people can help if you talk to them. Get a reality check.
<b>U</b>	Unhelpful thinking makes you feel more upset.
<b>N</b>	Nobody is perfect - not you and not others.
<b>C</b>	Concentrate on the positives (no matter how small) and use laughter.
<b>E</b>	Everybody experiences sadness, hurt, failure, rejection and setbacks sometimes. They are a normal part of life. Try not to personalise them.

<b>B</b>	Blame fairly – how much of what happened was because of you, how much was because of others and how much was because of bad luck or circumstance?
<b>A</b>	Accept the things you can't change, but try to change what you can first.
<b>C</b>	Catastrophising makes your worries worse. Don't believe the worst possible picture.
<b>K</b>	Keep things in perspective. It's only one part of your life.



# THANKS

Thanks for coming and for your support as a partner in your child's learning journey.