

Welcome to 1S Class Newsletter Term 1 2024






My name is Nelly Spooner and I am excited to return to WRPS and the Stage 1 team this year on class 1S. I acknowledge the Widjabal-Wyabal people of the Bundjalung Nation as the traditional custodians of the land on which I have the privilege to live, learn and teach on. I completed my Masters in Teaching (primary) at University of New England in 2021 and have been teaching across numerous schools in and around Lismore since then. Prior to my education training I worked as an archaeologist, primarily Indigenous archaeology of Western Australia. My passion for teaching started in that setting, where I was honoured to work closely with Aboriginal communities. I enjoy exploring Aboriginal history, culture and people in learning experiences to enhance cultural awareness within the classroom. I am now living locally in Lismore, and I am excited to be working in the community I grew up in.

I believe my role as a teacher is to nurture and encourage a lifelong passion for learning of my students. Through hands-on activities, classroom discussion, and a safe learning environment, I hope to encourage students to think creatively and explore their natural curiosity. I want them to feel that no question is too silly to ask and to have confidence to contribute to class discussions. I acknowledge that individual learning outcomes may be different but understand the need to establish high, however not unreachable, standards and provide support to students to reach them. I am incredibly excited to meet more of the WRPS community as the year continues.

<p>2024 Stage 1 Team</p>	<p>Assistant Principal – Megan Perring megan.perring@det.nsw.edu.au</p> <p>K/1M Megan Ward 1S Nelly Spooner 1/2G Renee Golding 2B Tina Budd (Mon-Wed) Kim Ballard (Wed-Fri) 2F Brooke Franks Stage teacher Adam Condon</p>	<p>Specialist Staff Technology Natasha Cane Music Emma Hart</p> <p>Stage 1 School Learning Support Officers K/1M and 2B Kath Molloy 1S Jill Watt 1/2G Jill Watt and Jamie Cottee 2B Kath Molloy 2F Silvana Barlow and Carmel Hirst</p>
<p>General School Information – Routines</p>	<p>Bell times Supervision for students begins at 8:30. Parents requiring earlier drop off may wish to contact ‘Helping Hands’ after school care. Contact number: 0448 125 995 Email address: wyrallahroad@helpinghandsnetwork.com.au</p> <p>8:55 - First bell for morning assembly, then class begins. 11:00 - 11:25 - Recess 12:55 - 1:40 - Lunch 2:55-School departure procedure. Whole school move to designated afternoon home line areas. All departures from school are supervised by teaching staff. 3:00 - Final bell</p> <p>Late to School</p>	



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	<p>Parent will need to accompany student to the office for a late note to be taken to their teacher.</p> <p>Early Pick Up Parent will need to obtain a sign out note from the front office before collecting your child. We encourage parents and carers to make all student appointments outside school times to ensure minimal impact and interruption to their daily learning.</p>
<p>Attendance and Punctuality</p> 	<ul style="list-style-type: none"> • Please ensure your child arrives at school between 8:30 and 9:00am every morning. • Parents are reminded that children must come to school every day unless they are ill, have medical appointments or there are exceptional family circumstances. • If children are absent from school, parents are required to provide the school with an acceptable explanation within seven days of the absence. • Explanations can be submitted via a written note, an email to the teacher or through the Audiri Mobile App (download the Audiri App in your App store and search for Wyrallah Road Public School)
<p>Communication</p> 	<ul style="list-style-type: none"> • If you need to get a message to us during the day, please ring the office. Our day can become very busy and we don't always check our emails until after the school day. If you have a non-urgent message, we can be contacted via the office or email. We will only be corresponding during business hours, which are 8:00am to 5:00pm weekdays. • If you would like to organise a time to have a chat with any of the teachers, please ring or email to make an appointment. • There will be times that we may contact you via phone or email. We like to contact parents to share wonderful learning moments or to clarify any concerns or confusions regarding your child. We may also contact parents to discuss areas that may need some extra attention and a collaborative approach. • Our school has an excellent website and Facebook page, which highlights many exciting things that happen at our school.
<p>Positive Behaviour for Learning (PBL)</p> 	<ul style="list-style-type: none"> • Wyrallah Road Public School is a 'Positive Behaviour for Learning' (PBL) school, taking a school wide, systematic and proactive approach to explicitly teaching expected behaviours. <p>At Wyrallah Road we are:</p> <ul style="list-style-type: none"> • Respectful • Responsible • Safe <p>As a PBL school, teachers at WRPS explicitly teach expected behaviours covering the many different school settings. This is reinforced by both our formal and informal recognition system.</p> <p>Win Bins are used in both the classroom and across the wider school context. Win Bin tickets are issued by all staff. They are issued to students who have demonstrated positive behaviour/effort/achievement. The purpose of a Win Bin is to reinforce positive behaviour immediately. Draws are made from accumulated Win Bins four times per term at our morning assembly, beginning Week 3 each term. If your child is successful in having their name drawn, they receive a canteen voucher to the sum of \$2. There are 5 draws made for each stage.</p> <p>Merit Certificates are given by classroom teachers to recognise special and positive behaviour/effort/achievement. These awards are presented at Friday assemblies.</p>






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	<p>Owlie Points contribute toward an individual award and a class reward. At the end of each week, all students are given the opportunity to self-reflect on their behaviours over the past week and record individually if they believe they have earned their Owlie points for that week. Students have been made aware of the behaviour expectations to earn their classroom and playground behaviour points. They need to indicate if they have earned one point for consistently following expectations to be respectful, responsible and safe in the classroom and another point for following the expectations to be respectful, responsible and safe in the playground. Students may earn a total of 2 points weekly.</p> <p>Teachers will give individual feedback to students whose self-assessment is not a true reflection of their behaviour choices over the week. Feedback to students follows the restorative conversation process and refers to the WRPS whole school expectations overview.</p> <p>When students earn 20 points, they become an eligible candidate for the PBL badge. Each teacher will ascertain the number of PBL badges awarded each week from the eligible candidates and relative to their class size. Teachers will contact parents if their child is receiving a PBL badge at the next whole school assembly. The student is not aware if they are to receive a PBL badge prior to the whole school assembly.</p> <p>If a class receives 90% or more of their total class points for the week, they may choose a class reward for that week.</p> <p>PBL Owl Badge is a PBL award, presented during Friday assemblies. This award is presented to students who <i>consistently</i> demonstrate positive behaviour and follow school expectations. It is received in the form of a Wyrallah Road Owl Badge.</p> <p>Wellbeing days occur once a term. The purpose of Wellbeing days is toward:</p> <ul style="list-style-type: none"> • whole school, inclusive practice which is attended by all students • building positive and respectful relationships between student-student and student-class teacher • supporting the wellbeing of all students focusing on social skills, team building and making connections across class, stage, whole school.
<p><i>Scripture</i></p>	<ul style="list-style-type: none"> • Scripture is held on Wednesday afternoons for half an hour, conducted by volunteers and supervised by a classroom teacher. • Students' participation in Scripture will be based on their preference from the previous year. If you would like to change the program your child attends, please contact your class teacher. • Students who do not participate in religious education will be engaged in independent revision activities supervised by a classroom teacher.
<p><i>Assemblies</i></p> 	<ul style="list-style-type: none"> • Whole school assemblies are held fortnightly on Fridays, in Weeks 2, 4, 6, 8 from 2:10-2:50pm in the school hall. All parents are warmly invited to attend. • All classes will have a turn throughout the year for a class performance item. Parents will be advised when these are scheduled for each class. • Merit awards and Positive Behaviour for Learning badges are presented at this assembly.
<p><i>Important Dates</i></p> 	<ul style="list-style-type: none"> • Hook day activity for 'Hocus Pocus': Wednesday, 7 February, Week 2 • Swimming Carnival: Wednesday, 14 February, Week 3 (only for those students turning 8 and over this year who <u>can confidently swim 50 metres unassisted</u>) • Home Reading/Homework begins: Monday, 19 February, Week 4 • Meet the Teacher: Tuesday, 20 February 4:30pm–5:15pm, Week 4 • First whole school assembly: Friday, 23 February, school hall from 2:10-2:50pm, Week 4 • WRPS Cross Country: TBC Wednesday, 10 April, Week 11 • Last day of Term 1: Friday, 12 April Week 11

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<p>Special Programs</p> 	<ul style="list-style-type: none"> At Wyrallah Road Public School, we are fortunate to have specialist teachers in the areas of technology and music. Each week your child will receive an hour of 'Tech Time' with Miss Natasha Cane and music instruction with Miss Emma Hart.
<p>Library</p> 	<ul style="list-style-type: none"> Students can borrow from the library during their class allocation time. Please note that your child will be unable to borrow books if they do not have a library bag or if they have any outstanding loans. If an overdue book is lost, you can pay \$5 towards its replacement to enable your child to recommence borrowing.
<p>Stationery Requirements</p>	<ul style="list-style-type: none"> Stationery equipment is provided and shared within each of the Stage 1 classes. Items such as pencil cases and personal stationery equipment become an unnecessary distraction and we would prefer that they be left at home. Please ensure that you clearly label all other personal items brought to school e.g. school hat, lunch box, drink bottle etc.
<p>Sport & Physical Education</p> 	<ul style="list-style-type: none"> All students will participate in one hour of sport and daily fitness. Year 2 students are to wear their sports uniform on their sports day only.
<p>Weekly Organisation</p>	<p>Sport: Friday Fitness: Wednesday Technology: Friday with Miss Cane Music: Friday with Miss Hart Library borrowing: Friday</p>
<p>Crunch and Sip</p> 	<ul style="list-style-type: none"> Each day, students are encouraged to eat a piece of fresh fruit or vegetable and drink water during the morning session. This gives students an extra boost to get through the long morning session. If required, fruit is available at the canteen and needs to be purchased before school. Only unpackaged/unprocessed fruit, vegetables and water is consumed at this time.
<p>Homework and Home Reading</p> 	<ul style="list-style-type: none"> Homework gives students the opportunity to practise and consolidate what they have learned. Homework will begin in Week 4. Home Reading is vitally important to your child's reading development. In the meantime, we would encourage parents and caregivers to model daily reading, with your child. You may choose to read them a book from the library, a familiar book from home, appropriate newspaper or magazine articles etc. The purpose of this is to model reading for pleasure to your child, establish a routine of daily reading and to get them excited about reading.

Curriculum Overview: Term 1

English

Students will engage in a sequence of units throughout the year, which have been developed by the Department of Education, integrating, and covering all outcomes and content for: oral language and communication, vocabulary, phonic knowledge, reading (fluency and comprehension), writing, spelling, handwriting. The units support cumulative, explicit, and systematic teaching of foundational literacy skills as well as conceptual understanding of English.



Below is a list of the Term 1 units and a brief overview of their focus topic.

Year 1

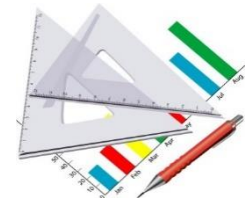
- **Context:** Students explore how personal experiences shape their understanding of texts and consider how an author's context shapes texts.
- **Narrative:** Students learn about narrative elements through a range of texts and explore tools for writing.
- **Representation/Character:** Students learn that objects, people and ideas can be represented in different ways.
- **Character; Imagery, symbol and connotation:** students explore the role that characters occupy in texts and how they can be described using figurative language.
- **Perspective and argument:** Students identify persuasive techniques used in a range of picture books and then create their own persuasive texts.

Year 2

- **Context:** Students explore the purpose and importance of an Acknowledgement of Country and the differences to a Welcome to Country.
- **Narrative:** Students will explore different endings to narrative texts and practice adding dialogue to their own narrative.
- **Representation/Character:** Students explore how character can be real or imagined, engaging in a variety of different text forms.
- **Character; Imagery, symbol and connotation:** Students explore how figurative language can be used to build rich descriptions of places, people and experiences.
- **Perspective and argument:** Students will engage with informative texts and explore how information can be used to support opinions in persuasive texts.

Mathematics

Students will engage in a sequence of units throughout the year, which have been developed by the Department of Education, integrating, and covering all outcomes and content for number and algebra, measurement and space and statistics and probability. The units connect the learning of a range of mathematical concepts and skills under 'big ideas'. They provide opportunities for students to use mathematical reasoning skills through rich tasks and cater for student needs with activities for varying skill levels.



Below is a list of the 'big ideas' for Term 1 units and the mathematical concepts they cover.

Year 1

- **Collections of ten are really useful:** whole numbers, combining and separating quantities, 2D shapes, data.
- **Patterns have something that repeats over and over and over again:** whole numbers, combining and separating quantities, forming groups, 2D shapes, data.
- **What needs to be measured determines the unit of measurement:** whole numbers, length, 2D shapes, area, volume, mass.
- **Smaller numbers can be found hiding in bigger numbers:** whole numbers, combining and separating quantities.
- **New shapes can be made by combining or breaking apart existing shapes:** whole numbers, combining and separating quantities, forming groups, length, 2D shapes.

Year 2

- **Collections of ten are really useful:** whole numbers, combining and separating quantities, 2D shapes, data.
- **Patterns have something that repeats over and over and over again:** whole numbers, combining and separating quantities, forming groups, 2D shapes, data.
- **What needs to be measured determines the unit of measurement:** whole numbers, length, area, volume, mass.

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- **Smaller numbers can be found hiding in bigger numbers:** whole numbers, combining and separating quantities.
- **New shapes can be made by combining or breaking apart existing shapes:** whole numbers, combining and separating quantities, forming groups, length, 2D shapes, area, 3D objects.

Integrated Unit: 'Hocus Pocus'

This is a science-focused unit based around the Material World, where we will investigate the properties of everyday materials and how these can be physically changed. We will conduct experiments to explore these concepts and write about what we find. We will also detect sources of light and sound encountered in our daily lives.

Key inquiry questions:

- **Physical World-** What are the different forms of energy and how can we detect them? How are forces used for a purpose?
- **Material world-** What changes occur when materials are combined? How do the properties of materials determine their use?
- **History-** How has changing technology effected people's lives over time?

Incursions and Excursions

We will have incursions and/or excursions each term. These have proven to be wonderfully rich learning experiences for the children and supplement the learning experiences planned within the integrated units.

Next week we have our first incursion planned. This will be our hook activity to captivate and inspire our Stage 1 learners as we begin our first integrated unit, 'Hocus Pocus'.

At WRPS we understand and value the importance of effective communication and building relationships with our parents. Communication is one of the most important parts of the relationship between school and home as it helps us to better understand your child. We recognise that every child is a unique individual with varying social, emotional and learning needs.

So please do not hesitate to contact us if you have any concerns or information you need to share.

Warm regards,
Nelly Spooner

Contact details

Email: nelly.spooner@det.nsw.edu.au

School office hours: 8:30 – 3:30pm

Phone: 02 6621 3363