

Morning Reading

I will read with five students per day during the morning activities. This roster will be seen on the whiteboard. Morning reading is **not** for assessment, it is to build a relationship between the child and I and increase their reading confidence. Heidi Singer and the parent helper will read with the other children.

Classroom Rotations

Students will complete five rotations in English and mathematics over a week; one with the teacher, one with the education assistant and three independently. Students working independently are expected to help themselves as much as possible, using resources around the room and asking their friends. Once activities are completed the teacher and education assistant check for knowledge and help the independent students.

On-Entry Assessment

In Pre-primary students are expected to complete On Entry Assessment. This is a simple assessment that reports on the knowledge and skills your child enters Pre-primary with. Although simple, it is time consuming so I may be absent from the class while I complete this.

DOTT Providers

Our students are very lucky to have other teachers for various subjects during the week. They will visit specialist classes such as Music, Art, Health, Design and Technology, Digital Technology and Physical Education. Please ensure that children wear enclosed footwear for sport on a Monday.

Fruit Time

Students have shared fruit every day at 10am. Please bring in one piece of fresh fruit each day for your child. We welcome some variety such as plain crackers and cheese on occasion. Please let me know if you do not wish your child to partake of these items.

Meetings/Parent Contact

Should you have a message for me regarding your child in the mornings, please write a note in the parent booklet next to the homework folders. Heidi will read these and pass any information on to me. If you wish to discuss your child or have any questions please see me to book a meeting for after school, except for Thursdays as this is our staff meeting day. On occasion I will have scheduled meetings on other days as well. Your flexibility is appreciated.

Independence

In Pre-primary we encourage children's independence. We ask that they take responsibility for packing and unpacking their bags, organising themselves in the mornings and completing tasks such as putting shoes on independently.



Parent Information Night ECE 5

Teacher

Mrs Julie Eardley

Education Assistant

Miss Heidi Singer

Homework

Homework will begin Week 4, 20 February and will consist of home readers and sounds, sight words and mathematic activities. Homework will be on topics covered in the classroom and is to be done everyday except for Fridays and the weekend. Please ensure the children return their homework folders everyday.

Reading

Reading at home is an important part of developing your child's reading skills. It provides students with additional practice in decoding and comprehending texts that they want to read. To ensure it is an enjoyable pastime, home readers should be easy for the children to read with above 95% accuracy rate. It is the interaction with and the understanding of the text that is of importance, not word by word reading.

Night One: Students will receive their first book. Predict what the text could be about by looking at the pictures and reading the title. Allow the children to 'have a go' at reading, showing them where to begin and continue reading. Encourage them to look at pictures and sounds in words for clues, asking questions like, "Does that sound right?" "Does that look right?" if there are errors. Try to not rely on sounding out as the only strategy. Have students go back and read again if they are making mistakes, using the other words in the sentence and illustrations as clues to decode unknown words.

Night Two: Allow the child to read independently with you listening and encouraging.

Night Three: Students will be receiving a new book today. Repeat Night One process.

Night Four: Allow the child to read independently with you listening and encouraging.

Questioning:

There are generally three types of questions that can be asked about texts. These can be used before, during and after reading.

Literal Questions

Right There – The Author Wrote It.

The answers to these questions are written in the text. Examples: "What was the dog's name?" "What happened to Tom?" "What colour is the bird?"

Inferential Questions

Read and Think – The Author Meant It

The answers are not directly stated but are implied. The reader uses information from the text and their prior knowledge to develop an answer and understanding.

Examples: "Why did the character run down the road?" "Why is the bird on the ground?"

Evaluative Questions

Your Opinion – The Author Would Agree With You

The answers are not found in the text, they are found in your head or somewhere else. It can be your thoughts or feelings.

Behaviour Management

Baynton West Primary School implements a five step Behaviour Management Plan.

Step One: Warning—Praise another student who is close by displaying the correct behaviour. Praise the misbehaving student immediately they do something appropriate.

Step Two: Warning—Reinforce the classroom rules with the student.

Step Three: Cooling off/Isolate in the classroom. Teacher to discuss ways to solve behaviour with student after 'cool off' period.

Step Four: Removal to another class. Work provided and note for class teacher. Classroom teacher may inform parents via note and/or contact parents by telephone.

Step Five: Administration involvement. Parents contacted. Student completes work supplied by teacher and/or Think Sheet.

Severe Clause: Send straight to office.

In the Classroom

We have implemented a red and green choices rule chart in the classroom which aligns to the school's PBS focusses of Be Safe, Be Your Best, Be Responsible and Be Resilient. If children are displaying positive behaviours they are given pegs to place on their individual name pocket. These pegs are converted into PBS tokens, which go into a weekly classroom prize draw, followed by a twice a term Pre-primary prize draw.

If children are engaging in red choice behaviours the five step behaviour plan is implemented through the use of our ready to learn behaviour chart. Children first receive a verbal warning before being asked to move their name down the chart, with each step down the chart resulting in a consequence as per the whole school plan. Consequences occur in the following order. Verbal warning, visual warning, think time, buddy class and office referral .

Parent Rosters

Parents can sign up for parent help from Week 4, February 20. When signing up on the Parent Help roster some of the roles you may be expected to complete include cutting up fruit and/or helping with the morning reading program, along with assisting in classroom group activities.

Please be aware that anything you see or hear during parent help needs to remain confidential. If you have any concerns please arrange a time to meet with me to discuss the issue privately. If you still feel an issue is unresolved you may then arrange a meeting with a member of the leadership team to discuss your concerns further.

If you are unable to come in and help you can assist us in other ways. We have a laundry roster for parents to take hand towels home at the end of the week to wash. We may also ask for donations throughout the year of items such as shaving cream, cream of tartar or recycled items.