

Morning Reading

I will be choosing different students each day to be my 'reading stars'. Morning reading is **not** for assessment. It is rather to build a relationship between the child and I and increase their reading confidence. Paris Drechsler and the parent helper will read with the other children.

Classroom Rotations

Students will complete 5 rotations in English and Mathematics over the week; one with the Teacher, one with the Education Assistant and three independently. When students are working independently they are expected to try and help themselves as much as possible, using resources around the room and asking their friends. Once activities are completed the Teacher and Education Assistant will 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 will 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 have Simone Saffro for Music, Michele Lucev for Art, Melissa Ferris for Health, Michelle Proud for Digital Technologies and Kelly Langlands for Sport.

Fruit Time

Students have shared fruit every day at 10am. Please bring in one piece of fresh fruit or vegetables each day for your child. We welcome a variety such as plain crackers and cheese on occasion. Students are not required to bring recess and can not order recess at the canteen.

Meetings/ Parent Contact

Should you have a message for me regarding your child in the mornings or wish to book a meeting with me, please write a note and leave it in the teacher mailbox and I will endeavour to make contact with you in the afternoon. 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 organising themselves in the mornings and complete tasks such as putting shoes on independently.

Parent Information

Night

ECE 4

Teacher

Miss Alyse Greenhow

Education Assistant

Miss Paris Drechsler

Homework

Homework will begin in Week 4. Homework will consist of home readers, sounds, sight words and mathematic activities. Homework is to be done everyday except for Fridays and the weekend. Please ensure you return homework folders everyday.

Reading

Reading at home is an important part of developing your child's reading skills. It provides students with additional practise 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 an 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 and 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 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 are 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 implements a 5 Step Behaviour Management Plan.

Step One: Warning Praise another student who is close by displaying the correct behaviour. Praise the misbehaving student immediately when 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 will 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

The 5 Step Behaviour Plan is implemented in our classroom through the use of our Ready to Learn Behaviour Chart. Children first receive a verbal warning before being asked to move down the chart. Each step down the chart results in a consequence. Consequences occur in the following order. Verbal warning, visual warning, think time, buddy class and office referral. There is also the opportunity for children to earn Positive Behaviour System tokens when they have been making good choices. Children are able to move up the Ready to Learn chart for making positive choices in the classroom. As they move up the chart they are able to earn Positive Behaviour System Tokens which are placed in the class draw for the end of the week.

Parent Rosters

Parents can sign up for parent help from Week 4. When signing up on the Parent Help roster some of the roles you may be expected to complete include cutting up fruit and help with the morning reading program. 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 things such as shaving cream and boxes. On occasion there might also be some prep work that we would appreciate help with.