

Meridan State College Parent Partnership Meeting 2023



Primary School Executive Team 2023

Kerri Jones
College Director



Sue Esposito
Primary Principal



Mandy White
Prep, Year 1,2,3 Deputy Principal



Allison Bye
Yr. 4, 5, 6 Deputy Principal



2023 Prep Team

Byron Lester – P1BL

Sally Gower - PSG

Sheree West - PSW

Mandy White – Deputy Principal

Christine McKenzie - Head of Curriculum P-3

Erin Tones, Liz Watson and Melissa Bird – Support
Teacher P-3





College Priorities 2023

Know the Pedagogy:

Enacting the intended curriculum through agreed pedagogical principles to support each student's learning.

Wellbeing: Improving the wellbeing of ourselves and our teams, through the explicit development of personal wellbeing strategies and skills.

Australian Curriculum – Foundation

Information for parents

THE AUSTRALIAN CURRICULUM – FOUNDATION YEAR

Foundation Years 1–2 Years 3–4 Years 5–6 Years 7–8 Years 9–10

THE AUSTRALIAN CURRICULUM

The Australian Curriculum is designed to develop:

- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

The Australian Curriculum with its eight learning areas provides a modern curriculum for every student in Australia. Included in the content of learning areas are seven general capabilities intended to help prepare young Australians to learn, live and work in the 21st century. There are three cross-curriculum priorities that are also a focus across the learning areas.


The Australian Curriculum is flexible so that teachers can plan the learning for all their students, also taking into account their local school community.

For more information, see our fact sheet: *The Australian Curriculum – an overview for parents.*


THE FIRST YEAR OF SCHOOL


In their first year of school, students learn through teaching interactions with others, experimentation, practice and play in the classroom and school community. Priority is given to literacy and numeracy development as these are the foundations upon which further learning is built. Opportunities to develop literacy and numeracy are found in all subjects but particularly in English and Mathematics. Learning in a classroom and belonging to a school community are key to the first year at school.

Each state and territory has a different name for the first formal year of schooling such as 'Reception', 'Kindergarten', 'Pre-Primary' or 'Prep'.





Foundation Year Learning Areas





1

Foundation Years 1–2 Years 3–4 Years 5–6 Years 7–8 Years 9–10


English

In the first year of school, students view, listen to and enjoy texts that entertain and inform, such as picture books or, rhymes. They begin to learn to read and create texts.

Typically, students will:

- ▶ communicate with others in familiar situations
- ▶ read stories with one or more sentences, pictures and familiar vocabulary
- ▶ recognise rhyming words, syllables and sounds
- ▶ recognise letters and the most common sounds the letters make
- ▶ listen to, read and view picture books, stories, poetry, information books, films and performances
- ▶ write some words
- ▶ recognise some words and develop skills in 'sounding out' words
- ▶ create their own texts such as giving information orally or in writing; presenting a narrative, which may include pictures.

Creates a text that includes a picture




Mathematics

In the first year of school, students develop a sense of number, order, sequence, pattern and position in relation to familiar settings.

Typically, students will:

- ▶ connect numbers, their names and quantities up to 20
- ▶ count numbers in sequences up to 20, continue patterns and compare lengths of objects
- ▶ use materials to model problems, sort objects and discuss answers
- ▶ group and sort shapes and objects
- ▶ connect events with days of the week
- ▶ develop an understanding of location words, such as above, outside, left



Number, order, sequence, pattern, position

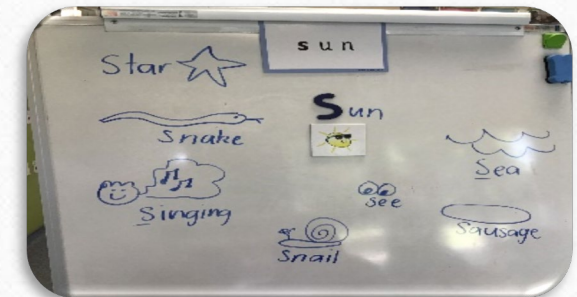
Connects events with days of the week

2

Literacy and Numeracy

Reading – Balanced Reading Program

Numeracy – Computational thinking
and Problem Solving



Health and Physical Education

Students learn through active play, and practise fundamental movement skills. They learn about how their body is growing and changing, about their strengths, how to be healthy, safe and active, and about respectful relationships with others.

Typically students will:

- ▶ use their strengths to help others
- ▶ name trusted people in their community, who can help them stay safe and healthy
- ▶ describe emotions of people who are happy, sad, excited, tired, angry, scared or confused
- ▶ group foods into 'eat always' and 'eat sometimes'
- ▶ move in different speeds and directions, be aware of others and follow rules
- ▶ play games from different cultures
- ▶ move in time with a partner when music is played.



Humanities and Social Sciences

By experimenting, practising and playing in familiar situations, students use their natural curiosity to make sense of their world, and to develop history and geography knowledge and skills about people and places.

Typically, students will:

- ▶ explore their personal world, including personal and family histories
- ▶ investigate places they and their families live in and belong to
- ▶ find out about other places through stories told in books, or by family members and other people, and how people feel about places
- ▶ explore why places are special and how students and other people can care for places.



Science

Through exploration and observation, students learn how science works. They explore their world to find answers to questions.

Typically, students will:

- ▶ explore the needs of living things
- ▶ investigate the properties of everyday materials
- ▶ explore changes in our world, for example, the weather
- ▶ explore how things move.

Identifies a place that is special to them.

The Arts

Students share their experiences and understanding of themselves through exploring the arts and artworks.

Typically, students will:

- ▶ In Dance, watch others dance and respect those around them when they are dancing
- ▶ In Drama, use role play to act out familiar events or stories
- ▶ In Media Arts, use a camera to record images for others to view
- ▶ In Music, explore sounds when listening, singing and making music
- ▶ In Visual Arts, respond to and create a variety of artworks by drawing and painting.



Creates artworks by drawing and painting

Technologies

Through exploration, design and problem-solving, students learn how technologies work.

Typically, students will:

- ▶ In Design and Technologies
 - ▶ design and create solutions to challenges through guided play and by safely using materials and equipment
- ▶ In Digital Technologies
 - ▶ work safely online, represent data as pictures, symbols and diagrams, and sequence steps to solve simple problems.



Uses a tablet to sequence steps

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning the language, students will:

- ▶ imitate sounds, rhythms and patterns of a language
- ▶ use simple words and phrases, and non-verbal communication strategies in familiar situations
- ▶ read and write simple words with visual support.



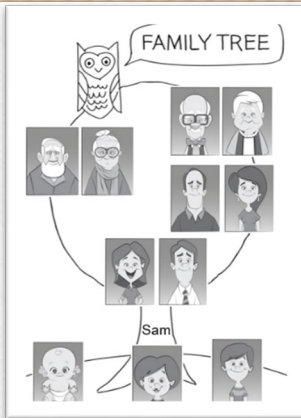
Science – Unit One

Weather Watch

In this unit students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols.

Students will:

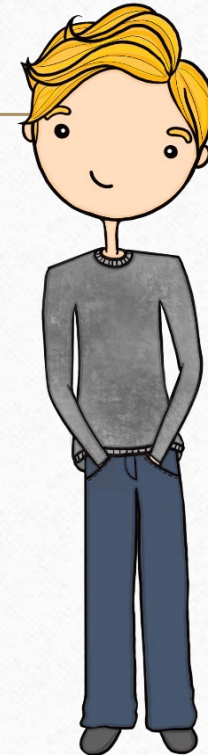
- observe that weather can change and identify the features that reflect a change in the weather.
- identify and reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities.
- learn about the impact of daily and seasonal changes on plants and animals.



HASS – Unit One

To explore important events celebrated in their lives, and identify how people and objects help them to remember.

- In this unit students will explore the following inquiry question: *What is my history and how do I know? Students will:*
- explore the nature and structure of families
- identify their own personal history, particularly their own family backgrounds and relationships
- examine diversity within their family and others
- investigate familiar ways family and friends commemorate past events that are important to them
- recognise how stories of families and the past can be communicated through sources that represent past events
- present stories about personal and family events in the past that are commemorated.
- Please bring in a family photo for your child to share with the class



Student Engagement

In Prep we encourage and reward positive behaviour.

We explicitly teach our primary behaviour expectations with focus lessons developed by our Student Engagement Team.



★ STAR PASS! ★

Name: _____

Class: _____

☐ I was Respectful

☐ I was a Responsible Learner

☐ I was Safe

Signature: _____

★ MERIDAN ★



Supporting Your Child's Learning

Encourage positive discussions about school and learning.

Share a story every day/night.

Uniforms

Discuss letters and numbers as you shop and drive.

Enjoy the classroom displays and praise your child's effort.

We welcome any natural and interesting topic items for sharing.



Communication



- This year we will be using the platform Seesaw to communicate events, class achievements and important notices to parents in P-2.
- You will receive an invitation in the form of a QR code to access your class Seesaw.
- Teaching your children through the day is our priority so please ensure messages are passed on with sufficient time (allow 24 hour turn around times).
- Please be aware that afterhours we may not be attending to messages till the following day.

Seesaw



**example only*

Thank you and welcome to your class community

