



Thomas Acres Public School

Crispsparkle Drive Ambarvale 2560

Telephone: (02) 4626 4577

Fax: (02) 4626 8488

www.thomascre-p.schools.nsw.edu.au

email: thomasacre-p.school@det.nsw.edu.au



Stage One Newsletter Term 1, 2024

Welcome to the 2024 school year and to Thomas Acres Public School, if you are a newcomer! We hope everyone had an enjoyable, safe, and relaxing holiday.

Our Stage One team this year comprises of:

Mrs Williamson	Assistant Principal
Mrs Puntoriero	Assistant Principal (Rel) & 1K's Class teacher (Monday)
Mrs Blackadder	1K's Class Teacher (Tuesday – Friday)
Mrs Ballard	1B's Class Teacher
Ms Lacey	1/2H's Class Teacher
Mrs Kous	2K's Class Teacher (Monday - Thursday)
Mr Ayuso	2K's Class Teacher (Friday)
Mr Morris	2M's Class Teacher
Mrs Navarrete	2N's Class Teacher

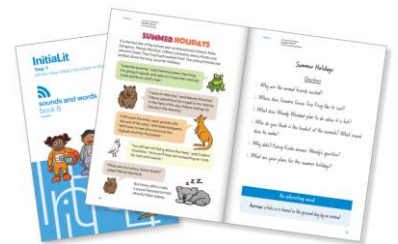
What are we going to be learning?

English

InitialLit:

Students in Stage One will participate in the InitialLit program. InitialLit is an evidence-based whole-class literacy program providing all children with the essential knowledge and strong foundations to become successful readers and writers. InitialLit is a three-year program, covering the first three years of school (Kindergarten to Year 2).

During writing sessions, students will be learning to write for a range of purposes. They will write texts that describe, explain, give an opinion, recount an event and tell a story.



Mathematics



Making connections across mathematical concepts and other subject areas enhances students' ability to understand the purpose of learning mathematics and to develop a deeper understanding. This helps students to recognise the role of mathematics in solving problems in the world around them. By studying mathematics, students develop numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. In math's students will be continuing to learn numbers to 120 in Year 1 and to 1000 in Year 2. Students will work on representing these numbers in numerals, word and objects.

History

Present and Past Family Life

In this unit, students study present and past family life. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time and are introduced to the use of historical sources.

During the unit, students analyse aspects of daily life to identify how some aspects of life have changed over recent time while others have remained the same. Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present.

Science

Digital Technologies and Physical World

There are two components to this unit, Physical World and Digital Technologies. In the Physical World part of the unit, students learn about light, sound and heat energy, and how they are sensed and produced. This program allows students to further develop their understanding of forces and energy and how these can be used for specific purposes in products. During the Digital Technologies component, they explore various devices and their functions.

Personal Development, Health & Physical Education

Getting Along and Keeping Ourselves Safe

At a time when students are becoming more self and socially aware, they explore how they should act in different environments and how to be responsible for their own and others' health, safety, and wellbeing. In this unit, students develop a stronger understanding of how to make positive decisions and the impact these have on themselves and others, including decisions about their hygiene, rest, and play. Students practice how to seek help and participate in a variety of activities that promote healthy and safe lifestyles. They discuss the school's values and identify how these will guide their behaviour and decisions. The students outline what is important to our school community in terms of their conduct and their interactions with others. They participate in a range of discussions and experiences which aid them in developing an understanding of a sense of responsibility for the consequences of their own behaviour and how their actions might affect themselves, others, and their immediate environment.

Zones of Regulation

The Zones of Regulation program provides students with the opportunity to develop skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. The learning activities in this program are designed to help students recognise when they are in different states called the 'Zones'. Students will also learn how to use strategies or tools to stay in a Zone or move from one to another. Students explore a wide range of calming techniques so they have a toolbox of methods to use to move between Zones.

Skills taught in this unit include:

- how to read others' facial expressions
- recognise a broader range of emotions
- perspective about how others see and react to their behaviour
- insight into events that trigger their less regulated states
- when and how to use tools and problem-solving skills

Formative Assessment: What is it?

Formative Assessment happens continually throughout learning. It gives students and teachers a chance to improve as the lesson/task goes on. It is different to assessments in the past which may have only happened at the end of a term, topic or piece of work, when it is too late to change anything. These types of assessments are still important, but here at Thomas Acres we believe it is also important to involve children in their own learning because this raises the standard of work.

Evidence has shown that students learn best when they understand clearly what and why they are trying to learn (the learning goal) and what is expected of them (the success criteria).

Formative assessment refers to the ongoing process students and teachers engage in when they:

1. Focus on learning goals
2. Take stock of where current work is in relation to the goal
3. Take action to move closer to the goal.



Think of the teacher's role as similar to a coach.

Coaches need to be very clear about what they want players to do to be successful.

Players need time to practise new skills and feedback to help them improve.

In the classroom, students also need time to practise new skills and need to know:

- What to do (using Learning Goals and Success Criteria)
- How to improve (using feedback)
- Where to improve (using self-reflection)

Excursions:

This year we are planning to hold two excursions. There will be one per semester. We are anticipating excursions will cost approximately \$35 - \$55 each. We are still in the process of finalising arrangements for our first excursion. A note outlining details will come home roughly 4-6 weeks prior to the excursion date.

Fruit Break:

Each day the students at Thomas Acres will participate in a program called 'Fruit Break'. Fruit Break is an initiative that enables students to take a break during class so that they can refuel on fruit/vegetables and rehydrate with water. The break assists students with physical and mental performance, and concentration in the classroom. Students are asked to bring a bottle of water and a piece of fruit or veg every day to participate in Fruit Break with their class at school.



Attendance:

When your child attends school every day, learning becomes easier, and your child will build and maintain friendships with other children.



Parents and carers can help foster positive attendance habits by:

- helping their child learn the importance of punctuality and routine
- ensuring their child arrives on time from the start of the school day, ready to participate in learning. At Thomas Acres **school starts at 8:55am and finishes at 2:55pm.**
- reducing disruption to learning where possible, by planning any necessary appointments outside of school time
- providing the school with an appropriate explanation for the student's non-attendance (**within 7 days of the first day of any absence**). This usually comprises of a written explanation or email from a parent/carer or **a medical certificate for three days or more**. Absence booklets are provided at the beginning of every year for your convenience. If you require additional books, you can obtain them from the front office.
- working with the school to encourage and support regular attendance, including communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school.

If your child is late, they will need to go to the front office to obtain a late note which they give to their teacher. Late arrivals and early departures are counted towards your child's overall attendance rate.

GOOD ATTENDANCE FOR SUCCESS
Every Minute in School Counts

When your child misses just ...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...
10 minutes each day	50 minutes each week	Nearly 1 ½ weeks each year	Nearly ½ a year of learning
20 minutes each day	1 hour and 40 minutes each week	Nearly 2 ½ weeks each year	Nearly 1 year of learning
30 minutes each day	2 ½ hours each week	4 weeks each year	Nearly 1 ½ years of learning
1 hour each day	1 day each week	8 weeks or nearly 1 term each year	Over 2 ½ years of learning

Your child's best learning time is at the beginning of the day

Every day COUNTS!

When your child misses just ...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means, the best year child can achieve is...
1 day each fortnight	20 days each year	4 weeks each year	Nearly 1 ½ years of learning	Equal to finishing Year 11
1 day each week	40 days each year	8 weeks each year	Over 2 ½ years of learning	Equal to finishing Year 10
2 days each week	80 days each year	16 weeks each year	Over 5 years of learning	Equal to finishing Year 7
3 days each week	120 days each year	24 weeks each year	Nearly 8 years of learning	Equal to finishing Year 4

School success starts with attendance

Merit Awards:

3 mini white merit awards = white award

3 white awards = bronze certificate and badge with bronze chip

This is repeated for silver and gold certificates and chips for badges



Mathletics and Reading Eggs:

The school has an annual subscription for these two online programs. All students will be provided with their own unique username and password. These programs allow students to access literacy and numeracy activities at their level. Feel free to use these programs as often as you would like.



Sports in Schools Australia (SISA):

Stage One will have sport on Wednesday's (Weeks 1, 3, 5, 7, 9, 11). The next session will take place in Week 5 (28th February 2024). Please ensure that your child wears appropriate footwear (sneakers).

Library Day:

Stage One library days will differ from class to class. Parents will be notified which day their child/ren will visit the library. Please ensure your child brings a library bag so they can borrow.

Stage 1 Team 2024

Thomas Acres Community Values: Respect, Responsibility, Pride, Honesty, Co-operation