Welcome to the new year! I look forward to 2011 being a satisfying and rewarding year for your child in 1/2S. Below is a brief outline of the content taught in the various Key Learning Areas, classroom rules, classroom management and general expectations.

Classroom Rules

1. Put your hand up to speak
2. Respect other’s right to learn
3. Walk inside the classroom
4. Keep your hands and feet to yourself
5. Clean up your own mess

Behaviour Chart

1/2S has a behaviour chart which operates on a step principle (4 positive steps and 4 negative steps). Each day, the students’ names begin on "Good". Students’ names are then moved up and down the chart, depending on their behaviour.

| Step 4 | Step 3 | Step 2 | Step 1 | Good | Great | Excellent | Wow |

Students are praised for good behaviour and are asked to move their name “up the chart”. When these students reach Wow, they receive a Wow Card.

When a student misbehaves, the Cartwright P.S. four-step plan is implemented:

1. Warning – issued by the teacher
2. Time out – the student works independently at the Time Out table in their classroom.
3. Time out with another teacher (in another classroom) for a short period of time.
4. Sent to the Assistant Principal/Principal

* If students are violent, they will be sent directly to the Assistant Principal/Principal

Students are aware of acceptable classroom behaviour and of the consequences for misbehaviour.

Home Learning

All students will be given optional home learning which will be given out on Monday each week and is due back on Friday. The tasks relate to the core words and phonics of the week and will correspond with our HSIE, Accelerated Literacy and Mathematics units studied in class. Students will be encouraged to participate in Home Reading.

Overview of the Classroom Program

Reading

Students learn a set of core words, phonic words and 2 sounds each fortnight. These sounds and words are practised as a whole class and are incorporated into writing activities. Students are provided with regular opportunities for shared reading. Students also participate in reading groups, which allow students to extend their reading skills through guided reading (with the teacher) and other reading activities (such as identifying core words in the text, identification of nouns and verbs in the text and character profiles).

Accelerated Literacy

Accelerated Literacy is taught during the morning session for an hour on Monday-Thursday. Throughout this unit, students will have the opportunity to become familiar with the structure of a narrative. Students will discuss visual literacy and the importance of illustrations. A new text is studied each term.

Talking and Listening

Students present a weekly news item. Students are encouraged to practise this item at home, prior to presenting it to the class. If you are listening to your child practise their item, please encourage them to look at the audience, and to speak clearly! A note has been sent home to inform you of your child’s news day and the topic of the week.

Writing

Each week, students participate in modelled, guided and independent writing activities during the morning literacy session. These writing activities are based on the core and phonic words. The text type focus changes throughout the year.
Maths
Maths is taught for four sessions a week. During the first half of the session we focus on whole number activities. During the second half of the session we address other mathematical concepts. These concepts are taught by a variety of small group and whole-class activities.

Integrated Unit- Human Society and Its Environment (HSIE)/Science and Technology/ Creative Art/PDHPE
In HSIE/Science, students will have the opportunity to learn about the impact that human society has on our environment. Each term we explore something new!

Personal Development, Health and Physical Education
Each term, 1/2S learns about a different aspect of Personal Development/Health. This term, our PD/H topic is incorporated with the ‘You Can Do It!’ program.

Students participate in K-2 Sport each Friday morning. This term we are focusing on developing fundamental motor skills (such as jumping, running, throwing and catching). In addition, KM, K/1C and 1P will participate in “fitness” activities four times a week for 10 minutes.

Each Friday afternoon students participate in Developmental Play. This session gives students the opportunity to develop social skills and fine motor skills through a variety of activities.

Special Times in our weekly routine

<table>
<thead>
<tr>
<th>Event</th>
<th>Day</th>
<th>Time</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6 Assembly</td>
<td>Friday</td>
<td>9-10am</td>
<td>* Parents/Carers welcome</td>
</tr>
<tr>
<td>K-2 Scripture</td>
<td>Thursday</td>
<td>12:35-1:05pm</td>
<td></td>
</tr>
<tr>
<td>K-2 Assembly</td>
<td>Wednesday</td>
<td>1:15-1:35pm</td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td>Friday</td>
<td>10:00-11:00am</td>
<td>* Students should wear sports uniform, a hat and running shoes</td>
</tr>
<tr>
<td>Library and Research</td>
<td>Friday</td>
<td>11:50-12:50pm</td>
<td>* Students need a library bag to borrow books</td>
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</tbody>
</table>

I look forward to working with you in achieving the best outcomes for your child this year. If you wish to speak to me about your child’s education, please feel free to talk to me after school, or contact the school to make an appointment.

Miss Sajnovic