

# TRANSITION INFORMATION FOR 2021 FOUNDATION FAMILIES

Starting school is an important time for children and families. Families play an important role in supporting children to manage the transition to primary school.

With the support of your child's early childhood educator and school teacher and school community, you can help them to cope with the new challenges by developing their social, emotional and learning skills. Supporting your child's skills in these areas contributes to their mental health and wellbeing.

Children who make a positive start to school are more likely to:

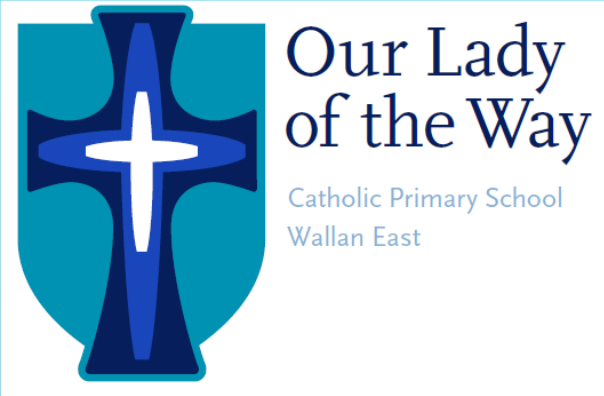
- feel comfortable, relaxed and valued
- feel excited and motivated to learn
- have good relationships with others
- develop a sense of belonging within the school community.



Starting school is a big step for you and your child.

Your child's first school experiences shape their interest in learning.

A positive transition to school can improve your child's attitude to school and 3 their achievements – socially and academically.



## Acknowledgement of Country

As we gather in prayer today, we acknowledge the Wurundjeri people who are the Traditional Custodians of this land. We pay respect to the Elders of the Kulin Nation, both past, present and emerging and extend that respect to other Aboriginals present. We acknowledge the owners of this land.

The Wurundjeri people are the first to awaken their talents and to care for others in this place. It is with their permission that we now use this land to celebrate God's gifts to us.

# OUR PRAYER



Dear God,

We thank You for the gift of our children to raise and teach, their lives to share, their minds to help mould, their bodies to nurture, and their spirits to enrich.

Let us never betray their trust, dampen their hopes or discourage their dreams. Help us, dear God, to help these precious children become all You mean them to be. Let Your grace and love fall on them like gentle breezes and give them inner strength, peace and patience for the journey ahead.

We make this prayer, through Christ Our Lord  
Amen.

## PURPOSE OF THIS PRESENTATION

- To ask for God's blessing on you and your family
- To introduce some of our staff
- To become familiar with Our Lady of the Way Primary School

Your children will have met some of the 2021 Foundation Teachers, made new friends and learn a little about their new school.



# OUR STAFF FOR 2021



**Mr Terry Cooney – Principal**

**Mrs Annette Moore – Deputy Principal, RE & Wellbeing Leader**

**Mrs Eileen Bugeja – Office Manager**

**Mrs Suzanne O'Dwyer-Richards – Administration**

**Mrs Jodie Barnes – Administration**

**Mrs Elizabeth Stoward – Learning & Teaching Mathematics**

**Mrs Nicola Pegler – Learning and Teaching Literacy**

**Miss Maree Kazakis – Learning Diversity Leader**

## OUR STAFF FOR 2021 (cont)

Mrs Julia Perry – Teacher

Mrs Elyse McHardy – Teacher

Miss Laura Agalianos – Teacher

Miss Kirshena Peck – Teacher

Miss Maree Kazakis – Teacher

Miss Rebecca Minogue – Teacher

Mr Matthew Pannuzzo – Teacher

Mr Ben Willis - Teacher





## OUR STAFF FOR 2021 (cont)

Miss Fiona Keating – Teacher

Ms Wendy Waite – Teacher

Mr Danny Phelan – Teacher

Mrs Nicole Gallatly – Teacher

Mrs Catherine Lefroy – Teacher

Mr Brendan Davey – Teacher

Miss Serena Burr – Teacher

Mrs Nicole Pegler – Teacher

## OUR STAFF FOR 2021 (cont)

**Mrs Elizabeth Stoward – Teacher**

**Mr Mark Van Zyl – Teacher**

**Mrs Sonia Cook – Language (French)**

**Mrs Alicia Mew – Physical Education**

**Mrs Laila Fleischmann – STEM**

**Mrs Erica Van Rhine – Visual Arts**

**Mrs Lauryn Doherty – Learning Support**

**Mrs Jennalee Puckey – Learning Support**

**Mrs Kellie Sones – Learning Support**

## **OUR STAFF FOR 2021 (cont)**

**Mrs Karen Day – Learning Support**

**Mrs Carmela Pera – Learning Support**

**Mrs Michelle Scinto – Learning Support**

**Miss Tara Zeki – Learning Support**

**Miss Olivia Coburn – Learning Support**

**Miss Shanae Crook – Learning Support**

**Mrs Sue Cooney – Library Tech**

**Mr Andrew Moore – Maintenance and Grounds**

# Our School Vision

Inspired by Mary as the First Disciple and  
Guided by the life of Jesus Christ

Our Lady of the Way Catholic Parish Primary School  
Is a place of positivity, enjoyment, excellence and challenge...  
Where every student, teacher, parent and community member is  
Accepted and encouraged to be a contributor;  
Where we seek to inspire in students a passion for life, a love of learning  
and a desire to be of service to others.

*But Mary treasured all these words and pondered them in her heart (Lk 2:19)*



## CATHOLIC IDENTITY

Our lady of the Way is a Catholic Primary School in the Parish of St Patrick's Kilmore

We are unashamedly a Catholic School with the teachings of Jesus and the example of Mary, Our good Mother, permeating everything we do.

We offer a faith based education informed by the Catholic Social Teachings, where students learn about values such as compassion and respect, and develop academically, socially and spiritually to become the best possible versions of themselves.

# SCHOOL CURRICULUM AND PEDAGOGY

## CURRICULUM DESIGN PRINCIPLES

- We are committed to improving student outcomes.
- We know, accept and respect each student and encourage them to be confident, resilient and successful learners.
- We are committed to an authentic curriculum that is based on the teachings of Jesus, values diversity and promotes active citizenship.



- We collaboratively plan innovative learning experiences that nurture creativity and curiosity in our students
- We value open communication where teams are flexible and collaborative in their interactions.
- We are committed to using our flexible and adaptable learning environment to its full potential.

## 2021 – CLASSROOM STRUCTURE SPECIALIST SUBJECTS

### **Class Structure**

4 Foundation Classes

4 Year 1 Classes

2 Year 2 Classes

2 Year 3 Classes

2 Year 4 Classes

2 Year 5/6 Classes

### **Specialist Subjects**

60 Minutes Per Week

Visual Arts – Mrs Erica Van Rhine

Language [French] – Mrs Sonia Cook

Physical Education and Health – Ms Alicia Mew

STEM – Mrs Laila Fleischmann

## ALLOCATED TIME FOR CURRICULUM AREAS

Literacy block – 10 Hours per week

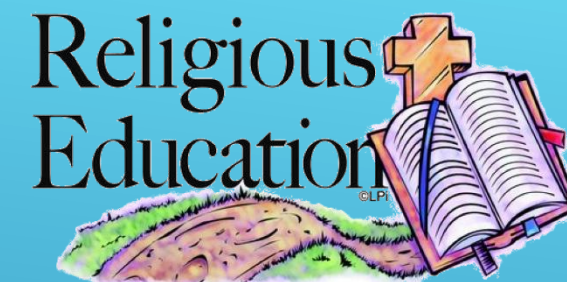
Mathematics – 5 Hours per week

Religious Education – 2.5 Hours per week

Inquiry – 5 hours per week

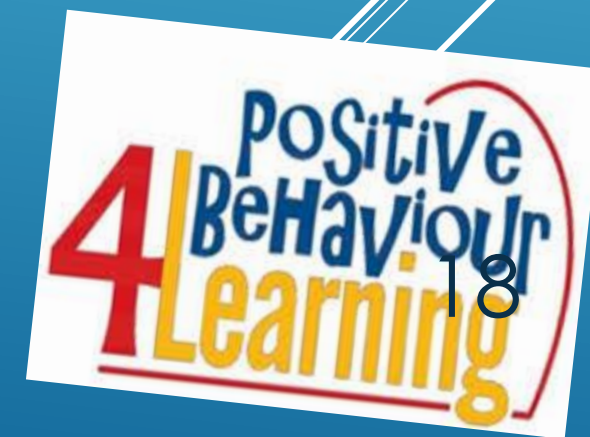
Specialist Classes – PE, Performing / Visual Arts, Language, STEM – 60 minutes each per week

Amount of time spent on each area is fixed but the structure of a day is a little more flexible



MRS ANNETTE MOORE

DEPUTY PRINCIPAL  
RELIGIOUS EDUCATION /  
WELLBEING LEADER





## LITURGY AND MISSION

Daily prayer at Our Lady of the Way

Class / School Mass – Wednesday's @ 9:00

Weekly Liturgies of the Word – Whole School

Community Prayer @ 9:00 each Friday – all welcome. This will include any assembly items

Feast Day – 24<sup>th</sup> May

Mass at Our Lady of the Way Wallan – 9:00 a.m. Sunday

Third Sunday of each month Children's Liturgy and Morning Tea – 9:00am

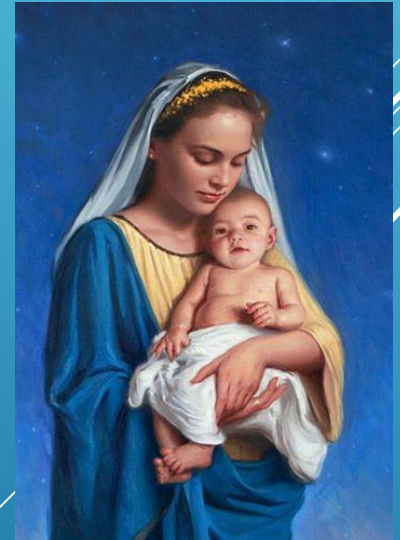
## RELIGIOUS EDUCATION

In the Religious Education Curriculum Framework, the learning structure has three integrated components that work together to build the foundations for a Pedagogy of Encounter:

KNOWLEDGE AND UNDERSTANDING: SEEKING TRUTH

REASONING AND RESPONDING: MAKING MEANING

PERSONAL AND COMMUNAL ENGAGEMENT: LIVING STORY





The content of the learning in the framework is organised through five areas, in line with To Know, Worship and Love:

**SCRIPTURE AND JESUS**

**CHURCH AND COMMUNITY**

**GOD, RELIGION AND LIFE**

**PRAYER, LITURGY AND SACRAMENT**

**MORALITY AND JUSTICE.**



## Teaching and Learning Focus...

When teaching and learning are “visible” – that is, when it is clear what teachers are teaching and what students are learning, student achievement increases.

- **Learner-centred**
- **Positive, nurturing environment**
- **Differentiated instruction catering for all individual needs**
- **Use of structure, routines, challenging questioning to make students thinking more visible, which leads to greater student achievement**

# A journey of discovery...

## What I knew to what I know now

## What experiences, processes and strategies did I use to get there?

### Preparing for the experience

*Consider what needs to be put into place in order for children to fully access the experience.*



### Shared Experience

*Plan a 'hands-on' experience that allows students to explore a concept or topic first hand.*

*An initiating question leads students to enter and explore a big idea through the experience.*



### Further Investigation:

Identify questions/wonderings triggered by the experience. Scaffold ways for students to discover answers to their wonderings.

### Language Experience:

Use the experience to instigate real opportunities for speaking, writing, reading, viewing and listening.

### Discovery:

Give students the opportunity to further explore concepts raised during the inquiry through student directed exploration.



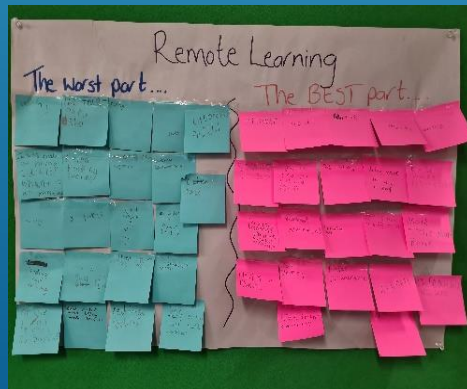
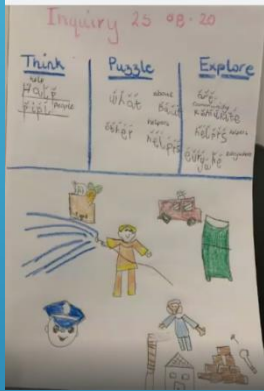
# Exploring a Culture of Thinking

Ron Ritchhart has been a researcher at Project Zero, Harvard Graduate School of Education since 1994. His research focuses on understanding how to develop, nurture, and sustain thoughtful learning environments for both students and teachers.

His interest in “cultures of thinking” has lead him to conduct research in such areas as intellectual character, mindfulness, thinking dispositions, teaching for understanding, creativity in teaching, and the development of communities of practice.



# Cultures of thinking in action



## Discovering, thinking and learning through Play



Foundation Students are learning social skills, thinking skills and Inquiry content through Play Based Learning. Students have the opportunity to explore Fairytales through construction, role play, reading, graffiti walls and playdoh stations.



Making Connections to our Thinking Routines after Play Based Learning.

I used to think but now I think.

What would it be like to live in a castle?

I wonder what it would be like to be a princess?



"Today we are looking at making good choices who we work with. We move safely around the gallery And invite others to join in."



Constructing a new carriage for Cinderella. Complete with side mirrors and a steering wheel.



We are now using our experiences from Play Based Learning to make complex sentences and explain our discoveries.



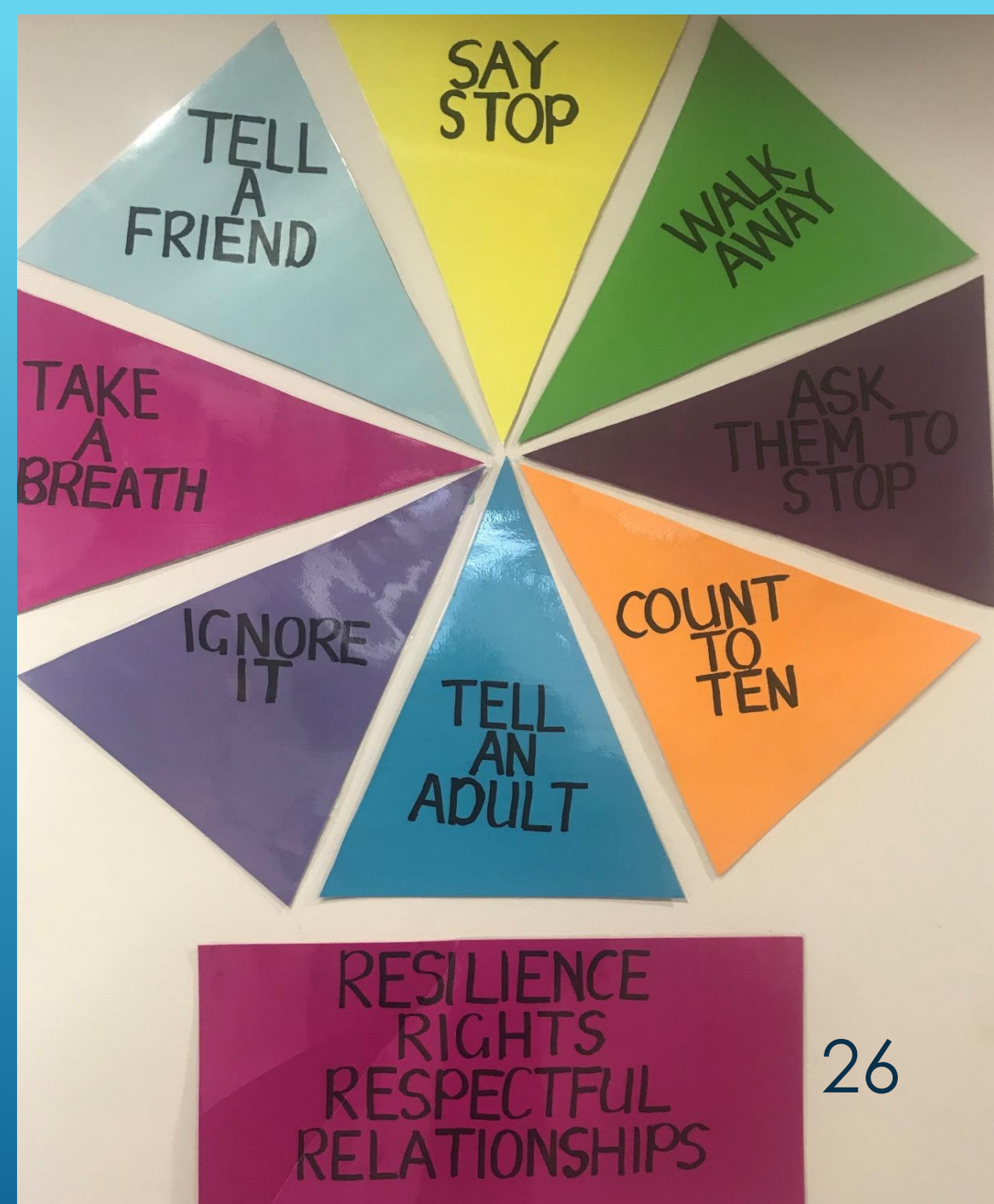


# Positive Behaviour for Learning.

## Purpose Statement

The goal of Positive Behaviour for Learning is to provide an inclusive learning environment, where modelling positive behaviour and focussing on the expected behaviours is paramount .

Our Community is committed to working together to create and maintain the values of respect, responsibility and resilience.





# RESILIENCE RIGHTS AND RESPECTFUL RELATIONSHIPS

We will endeavour to provide an environment where students are comfortable, confident and genuinely engaged in their learning.

The extensive range of authentic learning experiences provides the students with the scaffold and support needed for them to become the best versions of themselves.

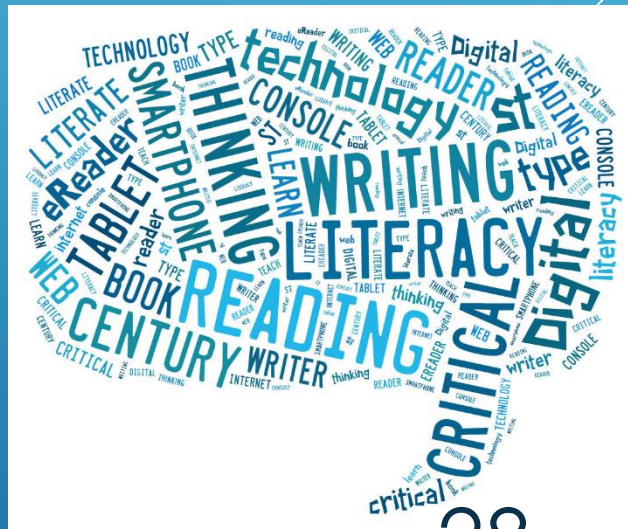


Catholic Primary School  
Wallan East



# MRS NICOLE PEGLER

# LITERACY LEADER



## Teaching and Learning Focus...

When teaching and learning are “visible” – that is, when it is clear what teachers are teaching and what students are learning, student achievement increases.

- **Learner-centred**
- **Positive, nurturing environment**
- **Differentiated instruction catering for all individual needs**
- **Use of structure, routines, challenging questioning to make students thinking more visible, which leads to greater student achievement**

## LITERACY

During the literacy time in the classroom,  
we will use a structure called The Daily 5.



At the beginning, this structure is put into place helping teach children to be independent on literacy tasks. Once students are taught the behaviours of the tasks and build their stamina for independence, you will be able to work with individuals and small groups.

We will also use CAFE, a visual aid for organizing reading strategies the children will be learning to read books at their own level.

Once children are taught to build their stamina they will be engaged each day in these research-based meaningful tasks:

- Read to self
- Work on writing
- Word Work
- Listen to reading
- Read to Someone





While the students are engaged in their literacy choices, the teacher will be teaching small groups and individuals, so everyone can get the just-in-time instruction they need to reach their full literacy potential.

CAFE is the organization of the reading strategies taught during the Daily 5 time. CAFE is the acronym for the four major components of reading:

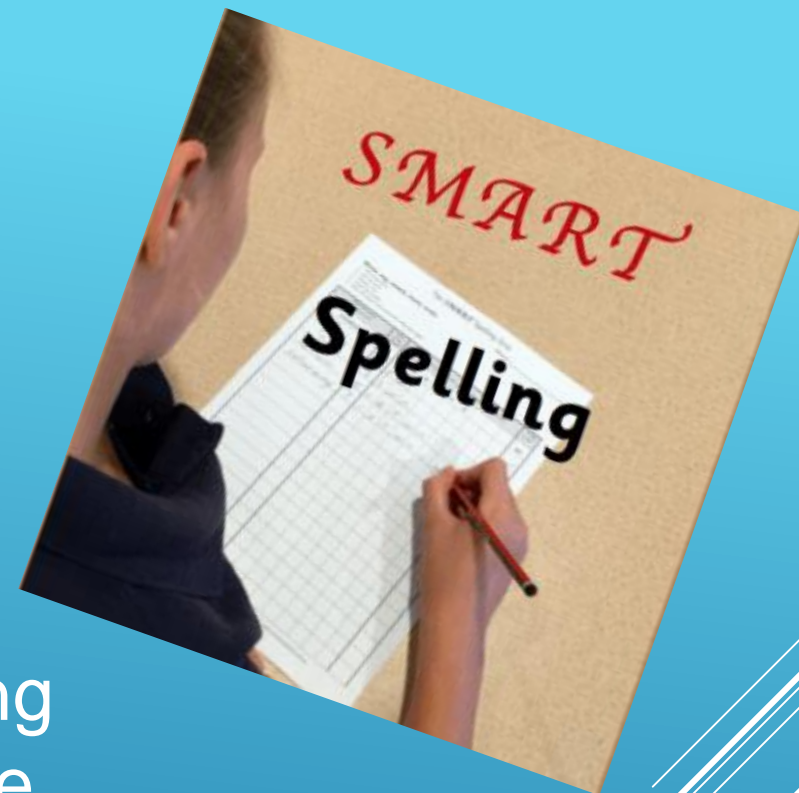
- C for Comprehension
- A for Accuracy
- F for Fluency
- E for Expanding Vocabulary

CAFE Menu			
Comprehension	Accuracy	Fluency	Expand Vocabulary
<ul style="list-style-type: none"> <li>* Think for understanding</li> <li>* Connect to the story</li> <li>* Think who, what, when, where, why</li> <li>* Read with expression and fluency</li> <li>* Make the story real</li> <li>* Read the story</li> <li>* Make the problem and solution</li> <li>* Find the author's purpose</li> <li>* Find the main idea</li> <li>* Make mental pictures</li> <li>* Follow directions</li> <li>* Give feedback</li> <li>* Summarize the story</li> <li>* Use the main idea and details</li> <li>* Recognize story elements</li> <li>* Identify cause and effect</li> <li>* Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>* Copy, check, double check</li> <li>* Use the picture</li> <li>* Know letters and sounds</li> <li>* Play with rhyming words</li> <li>* Identify beginning and ending sounds</li> <li>* Sketch or blend sounds in words</li> <li>* Flip the sound</li> <li>* Chunk letters and sounds</li> <li>* Skip the word and then come back to it</li> <li>* Trade a word that makes sense</li> </ul>	<ul style="list-style-type: none"> <li>* Be a voracious reader</li> <li>* Know many words by heart</li> <li>* Read smoothly</li> <li>* Read with expression and pacing</li> <li>* Use punctuation to enhance printing</li> <li>* Practice and read again</li> <li>* Read good/fit or just right books</li> </ul>	<ul style="list-style-type: none"> <li>* Be a scrapping reader</li> <li>* Learn for interesting words</li> <li>* Use interesting words in speaking and writing</li> <li>* Use word parts to determine meaning of words</li> <li>* Use prior knowledge and context to predict and confirm meaning</li> <li>* Ask someone to define a word</li> <li>* Use dictionaries, thesauruses, glossaries, etc.</li> </ul>



## The focus on Smart Spelling is to

- implement a weekly routine for teaching spelling
- teach both intentionally and incidentally – at the point of need
- differentiate spelling words...*easily!!!*
- teach the most effective 4 spelling rules
- understand the Prep – 6 scope and sequence
- teach with a range of fun spelling activities



# WRITING

## FOUNDATION

When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form all upper- and lower-case letters.

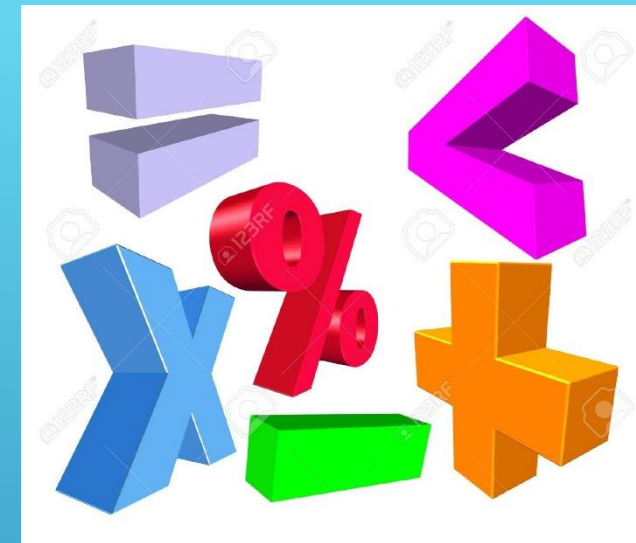
## LEVEL 1

When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They use capital letters and full stops appropriately.

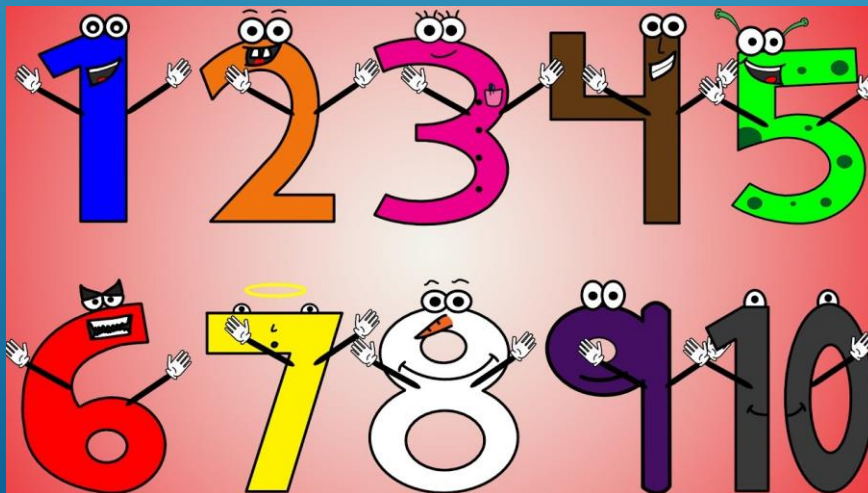




MRS LIZ STOWARD



MATHEMATICS LEADER



# MATHEMATICS

## TYPICAL NUMERACY SESSION

### Number sense:

Short, sharp number activity, previous learning, engaging, mental comp.

### Whole Class Focus:

Setting the context, explaining the task, lesson intention.

### Group Activities / open ended investigation:

Explore, investigate, reinforce and / or extend mathematical understanding. Use different grouping models to suit the activity and show how the activity can be differentiated to suit students working at different levels.





## Whole Class reflection:

Reflect upon, make connections & articulate mathematical understanding. This can be done throughout the lesson with small groups as is required or at the conclusion of the lesson.



## Teacher Summary:

Summarize the lesson and make explicit the mathematics learned. Where to from here?



# MISS MAREE KAZAKIS

## LEARNING DIVERSITY LEADER



Learning Knows No Bounds

## Developing Self Confidence

- Provide opportunities to talk with your children about the world around them and encourage them to offer their own opinions
- Be positive and praise all their attempts not just their successful ones



# INDEPENDENCE

- Encourage your child to look after their own belongings
- Allow them to pack and carry their own bags
- Get used to school routines eg eating at a set time and within a time limit, out of bed and ready by a set time etc

## IMPORTANCE OF PLAY

- Use pens, textas, crayons, scissors
- Play with blocks, puzzles, games
- Read with your child, ask questions and talk about the story
- Sing songs with your children

## PREPARE FOR SCHOOL

- Count to 10
- Write their name – focus on pencil grip
- Recognize and pronounce letter in the alphabet
- Use the bathroom
- Be able to open their own lunchbox and any other packaging

## FIRST DAY FRIDAY JANUARY 29<sup>th</sup>

- ❖ School begins at 8:45am
- ❖ Classrooms will be opened at 8:30am photo opportunity at this time
- ❖ Tea and coffee available for parents in the Staff Room and on the Deck at 8:45am
- ❖ School concludes at 3:15pm

## THE SCHOOL BAG

- ❖ Make sure everything is labelled
- ❖ Bag packed with
  - school hat,
  - sunscreen,
  - drink bottle with water,
  - fruit snack,
  - recess and lunch
  - Spare underwear and socks (just in case)

# A TYPICAL DAY



## **Morning Block**

Morning Prayer

Literacy Block – Reading / Writing / Spelling

Whole Class – Small Group – Whole Class

Teachers supported by non teaching staff during these sessions.

## **Middle Block**

Numeracy Block

Whole Class – Small Group – Whole Class

Religious Education

## **After Lunch**

Inquiry Learning

# Mrs Eileen Bugeja – Office Manager

Fees

CSEF – Camps / Sports / Excursion Fund

Conveyance Allowance



# SCHOOL FEES

- School fees/levies are charged to families at the start of the school year for the whole year.
- The Tuition fee and Capital Fee are charged per family.
- The Curriculum Levy (includes books & materials), Excursion Levy and IT Levy are charged per student.

## 2021 per Family Fee

Tuition Fee	\$1700.00
Capital Fee	\$ 600.00

**\$2300.00** per family

## 2021 per Student Levy

Curriculum Levy	\$ 300.00
Excursion Levy	\$ 125.00
IT Levy	\$ <u>50.00</u>

**\$ 475.00** per student

- A \$20 Sacramental levy is also charged to students receiving the Sacrament of Reconciliation, Eucharist or Confirmation. A \$325 Camp levy will be charged to the Year 5 & 6 Students
- **Payment options:**
  - Payment upfront in full by 28<sup>th</sup> February 2021 via direct transfer, cheque or cash
  - Set up weekly, fortnightly or monthly payments via direct debit by completing a Direct Debit Request & Authorisation Form.

- **Direct Debit method:**

- Assists families to budget for regular payment of their school fees.
- Assists with the regular cash flow of our school.
- Enables the school to utilise these funds and purchase resources which will best benefit your child's education as it's required.

- The Direct Debit Authority only needs to be completed once and it will remain in place while your child remains at this school and until all school fees are paid.

- If you require any changes to your Direct Debit authority you will need to complete a new form.

- The direct debit amount will vary between families, depending on the number of children in one family.

# CSEF – Camps Sports Excursion Fund

- Provided by the Vic Government to assist eligible families to cover the costs of school trips, camps and sporting activities.
- To be eligible: On the first day of Term 1 or on the first day of Term 2 a parent / legal guardian must;
  - Be an eligible beneficiary of a Centrelink Health Care Card or Pensioner Concession Card OR
  - Be a temporary foster parent, and;
  - Submit an application to the school by the due date.

- Annual amount per student - \$125 for primary school students.
- Payment is paid directly to the school and the amount must only be credited to any Camp, Sport or Excursion levies on your school account. The school can not use the funds towards any other fees and levies.
- You must provide a copy of your concession card to the school who will ensure that your name and Centrelink Reference Number (CRN) matches the Centrelink database.

- You are only required to complete an application form once during the time your child attends our school, unless -
  - there has been a change of custody
  - change of name or CRN
  - or a new sibling is commencing at the school.
- If a student transfers to another Victorian school, any unspent portion of the CSEF should follow to the student's new school.
- Application forms are available -
  - online at [www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef)
  - or printed copies are available at the schools office



## CONVEYANCE ALLOWANCE – PRIVATE CAR TRAVEL

- A private car allowance can be claimed based on the distance from a student's residence to the school.
- An application may be submitted if the student:
  - resides 4.8kms or more from the school by the shortest trafficable route
  - attend their nearest appropriate non-government school (Catholic)
- Where there is more than one student in a vehicle, there are two rates claimable: 'furthestmost' and 'additional.' The youngest child is considered to be the furthestmost traveller and any other students are considered to be 'additional' travellers.

- The allowance is paid to the school each term. You can authorise the school to then credit the payment towards your school fees by signing the authorisation on the application form.
- You only need to fill in an application form once during the time your child attends our school unless you change your address or mode of transport or you need to add another child.
- Application forms for Private Car Travel are available from the school office.

## UNIFORM

Uniform Suppliers – PSW

Uniforms are available online and through PSW Outlet, Rex Road Campbellfield

Website: [psw.com.au](https://psw.com.au)

## SCHOOL ADMINISTRATION

Mrs Eileen Bugeja

Mrs Suzanne O'Dwyer-Richards

Mrs Jodie Barnes

Email: [admin@ourladywallan.catholic.edu.au](mailto:admin@ourladywallan.catholic.edu.au) or  
[principal@ourladywallan.catholic.edu.au](mailto:principal@ourladywallan.catholic.edu.au)

Phone: 8609 1784

Mobile 0452503643

Newsletter will be every fortnight which you will be able to access through PAM.

## **Community involvement**

### **Parent Helpers**

Classroom helpers in 2021 and beyond  
Training will be available early next year

### **Parents and Friends**

It is very important to get this up and running ASAP.  
We need some passionate vibrant people to assist in  
the creation of our School and Parish community



## IMPORTANT DATES – TERM 1

**Wednesday 27<sup>th</sup> January – Office Opens**

**Wednesday 27<sup>th</sup> January – Staff Return**

**Friday 29<sup>th</sup> January – Students Return**

**Wednesday 3<sup>rd</sup> February – Prep Rest Day**

**Wednesday 10<sup>th</sup> February – Prep Rest Day**

**Wednesday 17<sup>th</sup> February – Prep Rest Day**

**Wednesday 24<sup>th</sup> February – Prep Rest Day**



Remember what we always say: the best bit about waving goodbye is the next wave will be hello.