Grade Information Book

Grade 1 - 2015

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Apollo Parkways Primary School
Welcome

Welcome to Grade 1 for 2015. The Grade 1 teachers work as a team, share planning and preparation across the curriculum that supports consistency within the team. The details in this booklet will give you an overview of our programs and procedures in the Grade 1 area. If you have any queries arising from this booklet you can discuss these with your child’s teacher during the first Parent Teacher Meeting to be held in February.

Highlights

In Grade 1 the children will become authors and illustrators, creating their own picture storybooks to be presented at our Grade One Book Launch morning.

At the end of the year, the children stay back at school for our Grade 1 Activities Afternoon. They have afternoon tea, participate in tabloid sports, eat a barbecue dinner on the oval, enjoy a treasure hunt and finish off with a wonderful performance to parents and family.

Contact details

Where possible, messages should be relayed through the Main Office / Reception.

If you need to contact the school to relay important information to your child’s classroom teacher, please ring the school office first. This procedure prevents interruption to the classroom activities.

If you need to speak with the teacher urgently, please inform the office staff and you will be put through to the classroom.

The school contact number is: 9433 1300
The school website address is: www.apolloparkps.vic.edu.au
The school email address is: apollo.parkways.ps@edumail.vic.gov.au

Staff

The Grade 1 teachers for 2015 are:
- Vicki Shaw (Team Leader)
- Danielle Mandic (Curriculum Leader)
- Paula De Mercurio
- Kerry Harris
- Trish Sutherland
- Loretta Vassallo

The specialist teachers for 2015 are:
- **Music & Performing Arts**: Mr Timothy Rhodes & Mrs Maree Frisby
- **Visual Art**: Mrs Janice Bowie & Mrs Amy Eames-Mayer
- **Physical Education**: Ms Jan Arney & Mrs Paula Clark
- **Languages - Italian**: Signora Celeste Licastro & Signora Maria DiPierro
As a whole school we commence the year with a common unit of work – Linking to Thinking. Through this unit all teachers and children engage in a sequential range of activities that support the development of a culture of learning that underpins all aspects of our school and its teaching and learning programs. Learners are most successful when they are mindful of themselves as learners and thinkers within a learning community. During this unit teachers and students at all levels work collaboratively on activities such as revisiting our school values and our school rules, establishing classroom rules and routines and determining behaviours to achieve optimum learning. These units also encourage students to get to know one another and cooperate with new friends. Each grade level has an overarching question that the unit explores. In Grade 1 it is What am I good at?

One of the ongoing activities that begin at this time is the completion of our Grade 1 Code of Conduct booklet. These books are an important part of our student management and behaviour process.

The following statements are contained in your child’s booklet.

**The 5Cs**
Caring, Courtesy, Co-operation, Contribution and Consideration.

**Classroom Rules**
Our classroom rules help keep us safe and happy while we learn.

**Manners**
We care for each other and use our manners.

**School Rules**
We follow the school rules and remember to eat in the eating areas and not to share food with each other. We put our wrappers in the bin but know that nude food is best.

**Behaviour and Playing**
We can play with other grade 1s in the Grade 1 & 2 playground. Remember to stop, think, do.

**Uniform**
We wear our school uniform every day and wear our hat when we are outside in term one & four. If we don't have our hat we stay in the ‘No Hat Area’.

**Health and Hydration**
To help keep us healthy and ready to learn at school we should:
- eat healthy food
- drink water
- be sun smart

Once complete your child’s Code of Conduct booklet will come home for you to sign. The expectation is that your child will share it with you, you will then sign it and they will return it to school.
AusVELS

The AusVELS provides a single curriculum for all Victorian government and Catholic schools, for students from Prep (foundation year) to Year 10. AusVELS provides a single, coherent and comprehensive set of prescribed content and common achievement standards for schools to use in the planning of teaching and learning programs and the assessment of students. The AusVELS curriculum incorporates the Australian Curriculum within a framework that reflects particular Victorian priorities and approaches to teaching and learning.

Further information about the Grade 1 level 1 curriculum can be found at [http://ausvels.vcaa.vic.edu.au/Level1](http://ausvels.vcaa.vic.edu.au/Level1)

Whilst AusVELS specifies a learning entitlement and achievement standard for each subject our teachers plan for the different ability levels in their classroom. Activities are differentiated to provide support and extension for children operating both below and above the expected level. It is our aim to challenge all students and provide learning opportunities that meet their needs as they move along the learning continuum.

English

Reading and Viewing

The children will be involved in a variety of reading activities throughout the year. They may include:

- Shared experiences with Big Books.
- Oral reading to teachers and parents.
- Daily reading of stories, poems and songs.
- Re-visiting ‘Magic Words’ and the introduction of OWL Words.
- Literature studies focusing on plot, characterization and setting.
- Building up a vocabulary using familiar texts.
- Daily Home Reading using the Read-It-Diaries
- Comprehension activities that require children to make predictions about the texts that they have read.
- Internet research.
- Computer stories and reading activities.
- Drama activities.
- Responding to text through art/craft activities.
- U.S.S.R- Uninterrupted Sustained, Silent, Reading.

Children will be immersed in a variety of reading activities to help develop and build on their reading skills. They will be encouraged to read as widely as possible from a variety of sources. The children will be given reading material to take home and share with you each night. We would like children to read orally for 5-10 minutes nightly to an adult. During this time include an opportunity to ask your child questions about what he/she has read.

Please make a comment in the Read-It Diary and return these to school each day. There are many valuable hints for parents in the pages of the diaries.

The material that children are reading at home should be able to be read easily by your child or provide a slight challenge. If children forget to change their take home book, we suggest that you allow them to read a favourite book or a library book that you may have at home. Try to avoid allowing them to overlook their reading simply because they don’t have a new book.

Re-reading the same book with a focus on expression, punctuation and fluency could be another strategy undertaken to ensure that reading is completed each night. Take home books should be returned to school every day, even when not finished.
Writing

Writing will take the form of directed and student selected activities.

These will include:
- Diary/Journal writing - Recounting personal experiences.
- Story writing - writing about themselves, developing a logical and sequential story of their own.
- Report writing - recounting shared experiences e.g. a visiting guest speaker or as a result of an excursion or experience.
- Procedural writing – how to… topics.
- Poetry writing- exploring different poetry styles and writing their own poetry.
- Children will become aware that writing is a process of thinking about, drafting, editing and revising until the meaning is clear to an audience.

Spelling

Children will be exposed to a wide variety of strategies to assist them to decode and spell unknown words. They will revise single sounds, focus on letter blends, develop common word lists, topic lists and individual lists. Techniques that will assist children to spell unknown words will include, chunking, Have-A-Go, Look, Say, Cover, Write, Check and Visualization techniques. Children will be tested on their OWL words weekly. They are encouraged to practise these words at home.

Handwriting

Children will be involved in formal lessons which focus on letter and numeral formation, correct starting points, pencil grip and posture. We encourage children to adopt good practices and hope that you are able to reinforce this message at home.

Speaking and Listening

The children will be encouraged to develop their oral language skills in all subject areas through share time, role play, drama activities, reporting on events or shared experiences, singing and presenting their work. Throughout the year children will be given a number of opportunities to prepare short talks on a variety of familiar topics.

Mathematics

In Grade 1 the following areas are the focus of the mathematics program. The content is covered over the course of the year.

Number and Algebra
- Counting - Count by ones to and from 100. Skip count by twos, fives and tens starting from zero.
- Place Value - Recognise, model, read, write and order numbers to at least 100.
- Addition and Subtraction - Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.
- Multiplication and Division – Recognise and represent simple multiplication and division problems using a range of strategies.
- Fractions - Recognise and describe representations of one-half.
- Pattern/Algebra - Investigate and describe number patterns formed by skip counting and patterns with objects.
- Money - Recognise, describe and order Australian coins according to their value.
Measurement and Geometry

- **Measurement** - Areas of Length, Mass, Time and Capacity - Measure and compare pairs of objects using uniform informal units.
- **Time** - Tell time to the half-hour and explain time durations.
- **Shape** - Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features.
- **Location** - Use the language of distance and direction to give and follow directions to familiar locations.

Statistics and Probability

- **Chance** - Identify outcomes of familiar events involving chance and describe them using everyday language.
- **Data** – Ask questions to collect data. Describe and draw simple data displays.

Integrated Curriculum

Students learn most effectively when they are engaged in study that is interesting and meaningful to them. An integrated approach provides children with such an environment as it allows them to delve fully into all aspects under investigation.

In Grade 1 the integrated curriculum units that will be implemented in 2015 are;

**Term 1** – Well Being – Happy, Safe and Healthy – Everyone is unique and special but we are similar in that we all require food for growth and good health and the right to feel safe and happy.

**Term 2** – Global Balance – Now and Forever – An investigation into the needs and habitats of Australian animals.

**Term 3** – Cultural Diversity – We Are One but We Are Many – Exploring different countries from around the world and identifying their unique features, particular practices, customs and traditions.

**Term 4** – Science – Look Around! – Observe and describe the features of the weather and the changes in the environment.

During these units a variety of thinking tools are used. These include De Bono’s Thinking Hats, Art Costa’s Habits of Mind, Tony Ryan’s Thinker’s Keys and many Quality Tools that promote and develop student thinking. Many activities are open ended, cater for different learning styles and encourage students to work constructively and cooperatively in small groups with their peers.

Technology

The children at Apollo Parkways use technology to communicate, investigate, design, create and think visually. They have access to digital cameras, video cameras, iPads, desktop computers, laptops, presentation televisions and digital microscopes. These learning tools enable our children to be active learners and problem solvers at school and beyond. Our children are exposed to a variety of programs that enrich their learning environment. The technology is integrated into every classroom and the hardware and software is managed and maintained by our technology manager, Mrs Amy Eames-Mayer and our two technical support staff: Andy Milne and Nathan Manoussakis.

The students in every Grade 1 classroom have access to 6 laptops and 6 iPads to support their learning.

A specific opportunity for students to utilise the technology skills they have developed will be provided when students undertake our Grade 1 Book Launch.
**Additional Assistance**

In 2015 we will continue our Language & Literacy Support Program, providing a range of students, across grade levels, with additional assistance in the development of language and literacy skills. These programs involve either individual or small groups of students working with a teacher or speech pathologist to address identified needs. At the junior grade levels these programs focus on the development of phonological awareness skills that support literacy, whilst in the senior grades the students generally work on the development of language, writing and comprehension skills.

**Reading Intervention**

Reading Intervention is an early literacy program designed for students who are at risk in their literacy learning. It is a one to one program facilitated by a specially trained Reading Recovery teacher. The Reading Intervention Program operates for identified children in Grade 1. Mrs Jann Love is our reading intervention teacher.

**Learning Leaders**

The Learning Leaders program is provided to identified Prep and Grade 1 students. Grade 6 Learning Leaders implement the program under teacher supervision using their iPads. The Prep and Grade 1 students build a positive learning relationship with the Grade 6 learning leaders while practising their essential early literacy skills.

**Pegasus**

The Pegasus program is designed to further support the education of highly capable and talented students. In addition to the classroom provision we support selected students with a small group withdrawal program. The selection of students is based on teacher reporting judgements that indicate student performance is well above the expected level for their current grade level. We endeavour to identify the most capable students in that particular year level. A different focus is selected each term to ensure that a range of talents are catered for and a variety of students are given opportunity to participate within this program.

Grade 1 children participate with the Grade 2 children during term one, two, and three and then they work alongside the Prep students during term four.

If your child is selected you will receive a letter informing you of their involvement in a program prior to its commencement.

Our Pegasus coordinator Mrs Amy Eames-Mayer will teach a majority of the Pegasus Programs in 2015.

**G.A.T.E.ways**

Some students will be offered the opportunity to participate in the G.A.T.E.ways program. This extension program is offered by a privately run organisation to primary school aged children during school times. Participation is optional and parents are required to pay for their child to participate if they accept the offer. You will receive information regarding your child’s possible involvement if they are identified as potentially benefitting from inclusion. This identification may be the result of a class teacher or school recommendation or a formal assessment and report from an authorised specialist.

Mrs Karen Dixon coordinates and manages the dissemination of information for our school regarding enrolment into these programs.

**Camping program**

The school’s camping program enables students to further their learning and social skills development in a setting outside the classroom. Camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our school.

At Apollo Parkways we aim to provide all children with the opportunity to participate in a sequential camping program that promotes self-esteem, resourcefulness, independence, leadership, cooperation and tolerance.
The program involves the following set of experiences.

- Prep - breakfast at school with Santa
- Grade 1 - activities after school, followed by a team level dinner
- Grade 2 - an extended excursion that incorporates dinner, returning to school around 7.00pm
- Grade 3 - three day camp to Camp Curumbane (Echuca)
- Grade 4 - three day camp to Phillip Island
- Grade 5 - five day camp to Norval in Halls Gap.
- Grade 6 - five day camp to Coonawarra Farm Resort, Bairnsdale

In 2015 the students in Grade 1 will participate in our Activities Afternoon during term four.

**Swimming**

Swimming and understanding safety in and around the water are essential life skills that all children should have the opportunity to learn.

The ‘School Swimming and Water Safety Program’ published by DE&T is a “learn to swim program” that develops water confidence and provides students with basic skills in water safety and survival. By learning to swim competently, students develop skills that can be used for fun, fitness or as a competitive sport.

At Apollo Parkways Primary School our swimming program is conducted at Yarra Swim School – who employ accredited teachers for all students in the program. All students from Prep – Grade 6 have an opportunity to attend swimming throughout the year as follows:

- Term 1 - Grade 5 & 6
- Term 2 – Grade 3 & 4
- Term 4 – Prep, Grade 1 & Grade 2

All programs run for 8 sessions, with each lesson being 45 minutes. Students travel by bus to the swim school.
Staff

Music & Performing Arts: Mr Timothy Rhodes & Mrs Maree Frisby
Visual Art: Mrs Janice Bowie & Mrs Amy Eames-Mayer
Physical Education: Ms Jan Arney & Mrs Paula Clark
Languages - Italian: Signora Celeste Licastro & Signora Maria DiPierro

The Arts - Music & Performing Arts

All students have a 50 minute performing arts/music session per week. Music lessons are taken in one of two dedicated music rooms. They are well equipped with a variety of percussion, string and woodwind instruments with access to computers and other music technology. The program for all grade levels is sequential and aims to develop students' skills in singing, movement, drama, instrumental work, music appreciation, composition and recording. At Apollo Parkways we also offer a range of performance opportunities and elective programs to foster and extend student learning and talent within the performing arts. All classes focus on the performing arts culminating in the biennial whole school production. There are many opportunities for creative and expressive responses within the program where performance by individuals and group is encouraged.

The Grade 1 students perform a song and dance medley at the conclusion of their Activities Afternoon in term four.

Apollo Parkways also offers private tuition by experienced instructors in a number of vocal and instrumental disciplines. These programs run during school hours. All information for interested parents is available from the school office.

The Arts - Visual Art

All students engage in one timetabled visual art session for 50 minutes each week. Throughout the year students’ experience creating, making, exploring and responding to their own art works and those of others. They develop techniques and skills in areas including: drawing, painting, printing, construction, clay and digital photography. Students also extend their understanding and appreciation of various art styles, principles and concepts such as colour, tone, line, pattern, repetition, contrast, texture, form, shape, symmetry, balance, perspective and viewpoint through two-dimensional and three-dimensional works.

All students in Grade 1 are required to have their own ART SMOCK to protect their school uniform from paint, clay and wet materials. Please ensure that your child’s smock is named and includes their current grade for 2015. Ideally a visible name on the front of the smock is preferred. (Smocks are available from our Uniform Shop.)

Physical Education

Physical and sport education enables the development of fitness, skills and knowledge related to health and wellbeing. Physical education is a vital part of each child’s physical, social and emotional development. All children benefit from regular physical skill development and regular participation in a wide variety of organised sporting activities.

The weekly 50 minute session covers the following areas across the year; Fundamental, gross and fine motor skills, fitness, dance, gymnastics, athletics, swimming and modified sports and major games.
The purpose of the physical education program is to enable all students to:
- develop a positive attitude to physical activity and active participation in sport
- develop skills and concepts that will enhance students' personal development
- develop an awareness of the importance of physical activity and fitness for an enjoyable healthy lifestyle
- develop social awareness and the concept of fair play
- develop foundation skills that enables children to participate in all sports

On the day that your child has physical education they should:
- wear runners (not slip on as these have no grip and are dangerous during activities)
- have a school hat
- bring a water bottle
- wear suitable sports attire, this includes shorts, netball skirt with a school polo. Tights should not be worn on the day your child has physical education.
- shoulder length hair should be tied back

Please check the timetable with your child’s classroom teacher.

Children require a note from home if they are not participating in physical education/sport due to illness or injury. If your child suffers from any medical conditions could you please ensure that the First Aid Officer, Mrs Bodycoat as well as the P.E. staff are made aware of these and we can then tailor the physical education program to accommodate your child’s needs.

**Additional sports opportunities**

As part of our school’s involvement in the Diamond Valley District Sports Association our school sends a representative team to the following carnivals: swimming, athletics and cross country. Students in grades 3-6 will have the opportunity to trial for selection in this representative team. Trials for each carnival are held at the following times
- swimming - December (for carnival in Feb/March)
- athletics - May
- cross country - April/May

**Languages - Italian**

Our Italian program aims for students to develop communication skills and the knowledge to understand the Italian language and the culture of the Italian people. Students are given the tools to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens, at a time of increasing importance and of rapid and deep globalisation. Students participate in a variety of listening, speaking, reading, viewing and writing tasks to enhance and develop their skills in Italian. All students from Prep – Grade 6 participate in a 50 minute weekly session. Students in Prep – Grade 2 engage in activities to practice greetings, introductions, rhymes, games, songs and other simple routines. They listen to Italian stories and become familiar with the sounds of the Italian language and clusters of words. Students are immersed in hearing the language, where meaning is made clear by gestures, dramatization, and conversing.

**Library**

Our library program operates for all students across the school. Students in Prep – Grade 2 attend a 50 minute library session weekly, whilst students in Grade 3 - 6 attend fortnightly for a 50 minute session. Sessions will be undertaken by the classroom teacher with the assistance of our library technicians Mrs Angela Brajkovic and Mrs Yas Bodycoat.

Each library lesson will involve a book or literacy experience followed by an activity or the development of library skills. The books and literature studied at each grade level has been specifically selected for its suitability for the age group.

At each visit to the library all children are expected to borrow from the library’s vast collection of books and resources. Please check with your child on what day they visit the library and ensure that they have their books ready for returning and a bag ready for borrowing.
Assessment is a vital part of the teaching and learning process with the primary purpose being the improvement of student performance. For students and teachers assessment is an ongoing part of the classroom program.

In Grade 1 the following are some of the tools we utilise to assess student knowledge and understanding and to inform our teaching.

- English online interview
- Maths online interview
- Running records – reading
- Letter/sound knowledge
- Magic word recognition
- OWL words (Oxford Wordlist) – spelling
- Gentry spelling test
- Work samples

The gathering, analysing and reflecting on tasks in all curriculum areas enables teachers to make informed judgements about student learning. At Apollo Parkways a variety of assessment methods provide teachers with evidence of what students know and can do, and their particular strengths and their opportunities for improvement. Teachers can then report to parents on how far their child has progressed during the year. Students also use this assessment to set their learning goals for the second semester.

Parents will receive two Victorian Government report cards each year: the first in June and another at the end of the year. Student report cards indicate performance against statewide standards using an A-E scale.

At the beginning of each year the school conducts ‘Parent Teacher Meetings’ which provide an opportunity for parents to meet their child’s classroom teacher and to share important information about their learning that may assist them to settle into a new grade with their new teacher and classmates.

At mid-year students will also be involved in ‘Student Centred Conferences’. Here your child will be able to share their strengths, opportunities for improvement and goals for the year. Their portfolio of work samples and assessment pieces will be used to support the information they provide to you during the 15 minutes of the conference.

Naturally parents can request interviews at other times throughout the year if you have concerns about your child’s development. Please contact the school to make an appointment at a mutually convenient time.
Homework

Homework is an important link in the learning process as it serves to reinforce what is taught at school. It is an essential part of our teaching and learning strategies, designed to build skills in our students, and implemented in a way that makes it relevant and rewarding.

Homework enables parents to be involved and share with the teacher the task of educating their children. Regular home practice encourages independent work and study habits and the use of non-school resources. Homework may assist in the development of organisational skills and children taking responsibility for their own learning.

Home reading is a vital part of the home study routine and should be undertaken each night on school days. This begins in Prep with children reading with adults at home. In Grade 1 and 2 children continue this with growing independence. Children in Grade 3 to 6 will continue with home reading, which is done in addition to the expected homework. A home reading diary is utilised from Prep to Grade 3. In Grade 4 children utilise their diary and in Grade 5 and 6 they use the reading diary app on their iPad to record their home reading.

Children in Grade 1 will spend approximately ten minutes, most nights of the week, on shared work at home. This will include home reading and learning to spell frequently used words from the Oxford wordlist (OWL words). Mathletics is available for students to develop their number skills. Occasionally other tasks may be set for homework to enhance your child’s learning. Please support your child to complete and return these so they can share them with their class.

Classroom assistance

Your assistance in our classrooms is welcomed. We understand that not everyone is available to assist us in this way due to work commitments, the care of younger children or home commitments. At times there may be tasks that can be done at home and you may wish to indicate your willingness to assist in this way.

For those parents coming to support in the classroom this is a very special time for you to spend with both your own child and the other children in the grade and we therefore ask that you do not bring pre-school children along to the sessions.

In Grade 1 we will be commencing classroom assistance from Monday 23rd February.

Parent confidentiality

Apollo Parkways Primary School is grateful to all parents who offer their time to assist in our classrooms. We do however remind you that as a parent helper you are privy to the learning of many students and therefore ask that you respect the privacy of our students and their parents – and honour the need for the strictest confidentiality.

In your role as a parent helper we ask you to support and encourage all students by praising their efforts. Be mindful of making judgements and recognise that all students learn at different rates and have different learning needs.

If at anytime you have questions or concerns please speak with the classroom teacher.
Parents taking photographs at school events

Apollo Parkways Primary School asks that any parent or visitor to our school who may be taking photographs be mindful of their use of these photographs – particularly where the photograph may include other children, either directly or in the background.

Parents should be aware that there are a number of students whose parents do not give permission for their children’s photographs to be placed on the internet – and as a school we are required to ensure that this is adhered to.

We therefore request that those taking photographs be conscious of the wishes of other parents and not post photographs on the internet or social media sites.

School uniform

Apollo Parkways Primary School operates with a compulsory school uniform as a way of strengthening students’ sense of belonging, unity and identity. We ask that students wear the correct school uniform during all school activities including excursions. We ask parents to note these particular aspects in regard to school uniform:

- Any unsafe footwear and/or inappropriate adornments (including nail polish and make up) are not permitted.
- For safety reasons, students should wear only stud or small sleeper earrings, watches and jewellery of religious or personal significance.
- As a ‘SunSmart School’ it is a requirement that school approved hats are worn during terms one and four and when the UV index levels rise above 3.0 between September and the end of April. Naturally hats can be worn at any other time if students choose.
## Integrated Curriculum Unit

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<th>Term</th>
<th>Integrated Curriculum Unit</th>
<th>Possible Excursion</th>
<th>Other School Event</th>
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<tr>
<td>Term 1</td>
<td><strong>Well Being</strong></td>
<td></td>
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<td>Mathletics (annual cost) $9.00 per student</td>
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<td><strong>First Aid session</strong> (whole school attending) No cost</td>
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<td>Term 2</td>
<td><strong>Global Balance</strong></td>
<td>Healesville Sanctuary $28 per student</td>
<td>Life Education (whole school attending) $10.00 per student</td>
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<td>Term 3</td>
<td><strong>Cultural Diversity</strong></td>
<td>CERES $28 per student</td>
<td>Book Launch No cost</td>
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<tr>
<td>Term 4</td>
<td><strong>Science</strong></td>
<td>Kite Making In-house activity $10 per student</td>
<td>School Magazine (optional) $15.00 per copy $75 per student</td>
<td>Activities Afternoon $12 per student</td>
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### Note:

The above costs are approximate and provided as a guide only. Parents will be notified of exact costs prior to the event. Other school activities are listed in the calendar for the whole school.

If payment for an activity is required, please send payment together with the permission note to reduce administrative handling.

**Late payments** for events **cannot be accepted** unless this has been previously arranged with the school leadership.
And finally…

During Grade 1 we hope to develop and foster caring and independence in your children that you entrust us with. It is our aim to help our students to develop and experience life long learning strategies so that they grow into mature and resilient adults.

We can all help all children develop these skills by:
- Giving them responsibilities/tasks both at home and at school
- Making them responsible for their own belongings
- Allowing them to make mistakes and face the consequences
- Involving them in some decision making processes
- Listening and caring about the things they have to say
- Encouraging them to try and resolve their own problems before asking for help
- Praising them and offering constructive criticism where appropriate

Please remember that all children develop at different rates and that encouragement is the key to success.