Grade Information Book

Prep - 2015

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Jessica Davison
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Apollo Parkways Primary School
Welcome

Welcome to Prep for 2015. The Prep 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 Prep 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

Prep is a special year for both the students and their families as they embark on the beginning of their school journey. Each term, you will receive a Prep newsletter which outlines various information about upcoming events. Here are a few of the events we are looking forward to this year:

100 Days of School
The Prep children count the number of days we have been at school. We have a celebration on our 100th day of school where the children participate in a range of activities related to the number 100!

Mothers’ Morning
In May, to help celebrate Mother’s Day, the children invite their mums or another special relative/friend to come along to school for the morning and take part in a classroom activity together.

Fathers’ Night
In September, to help celebrate Father’s Day, the children invite their dads or another special relative/friend to visit their classroom for an evening and take part in a shared classroom activity.

Prep Breakfast
To begin our school camping program, the Prep children attend a breakfast at school with their classmates in December.

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 Prep teachers for 2015 are:
- Belinda Martin (Team Leader)
- Lisa Costanzo (Curriculum Leader)
- Jessica Davison
- Elle Rogers
- Toni Warren

The Prep specialist teachers for 2015 are:
- **Music & Performing Arts**: Mrs Maree Frisby
- **Visual Art**: 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 Prep it is ‘What Makes a Good Friend?’

One of the ongoing activities that begin at this time is the completion of our Prep 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, Consideration, Co-operation, Courtesy & Contribution
- Our classroom rules help keep us safe and happy while we learn.
- We always use our manners.
- We follow the school rules and remember to stay out of the out of bounds areas.
- We play in a safe and friendly way. Preps can play together in the Prep playground.
- Always wear correct school uniform and remember your hat and sunscreen in term 1 and term 4. No hat means staying in the ‘No Hat Area’.
- Being on time is a good way to start the day.
- We need our water bottle every day. Water keeps us healthy and ready to learn.
- Cybersafety@apollo – Computer rules on the technology & internet@apollo contract

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 Prep (Foundation) curriculum can be found at: http://ausvels.vcaa.vic.edu.au/Foundationlevel

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

The ‘Early Years Literacy Program’ is the cornerstone of our literacy program in the Prep grades. The program involves children working on reading and writing tasks in small groups. During each reading or writing session, groups of children work on tasks which support and consolidate skill development. Children will be grouped according to their needs at the end of term one. The Early Years Literacy program commences officially in term two.

Reading and Viewing

Students learn to read short predictable texts with familiar vocabulary and supportive images. By the end of Prep, students identify the letters of the English alphabet and use the sounds represented by most letters. Students further develop their knowledge of high frequency words and concepts about print. Children are taught various comprehension strategies to gain meaning from a range of text types.

The Prep children take part in a program called ‘MIOOW, Magic 300 Words’ that will introduce them to the most commonly used words in reading. This program introduces these words in gradual stages. The idea is to build up an extensive vocabulary of instantly recognised words that will assist children in becoming fluent and confident readers.

Each night, students in Prep will borrow a book specific to their needs to share with you at home. The purpose of the Home Reading program is to develop a daily reading habit and to provide a pleasurable shared reading experience, giving children the opportunity to practise their newly acquired reading skills on a text that is generally less challenging.

Writing

When writing, students develop their writing behaviours, sound/letter knowledge and ability to convey their ideas with an emphasis on correct letter formation and use of punctuation.
**Spelling**

When developing early literacy skills children need to know the names of letters and the sounds that these letters represent in words. In the Prep year all children are introduced to the letters of the alphabet and the sounds that they represent in words. They then use this developing knowledge when they write and we focus on them hearing and recording sounds. Initially we encourage children to hear and record the initial sound, then the final and then move on to the more difficult middle sounds in the words. A major emphasis is on the child having a go at writing words the words they need and encouraging their efforts.

**Handwriting**

At the beginning of the year, the children are introduced to our program called ‘Happy Hands’ to develop their fine motor skills. This assists students when they begin formal handwriting tasks. In Prep, students learn to correctly form known upper and lowercase letters.

**Speaking and Listening**

Students are given the opportunity to share their ideas during whole class and small group sessions. They are encouraged to speak in a clear, audible voice and to listen attentively. Children bring an item to share with the grade during Show and Tell sessions each week.

**Mathematics**

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

**Number and Algebra**

- Counting forwards from 0 to 20 and beyond
- Counting backwards from beyond 20 to 0
- Connecting number names with numerals up to 20 objects and beyond
- Reading and writing numbers to 20 and beyond with a focus on the place value of the digits
- Using concrete materials to solve simple addition and subtraction problems
- Using objects and drawings, students copy, continue and create patterns
- Using familiar objects students sort and classify objects
- Using concrete materials to develop an understanding of ‘grouping’ and ‘sharing’
- Using money, students will participate in activities to assist in the recognition of Australian coins and notes

**Measurement and Geometry**

- Order familiar events and connect the days of the week
- Identify simple shapes in their environment and sort shapes by their common features
- Describe and follow simple directions
- Using various materials, students compare lengths, masses and capacities of familiar objects

**Statistics and Probability**

- Collect, present and interpret simple data
- Answer yes/no questions to assist in collecting data
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 Prep the integrated curriculum units that will be implemented in 2015 are;

Term 1 – Social Harmony – ‘I Belong’. Students develop understandings relating to families, friendships, school rules and routines.

Term 2 – Well Being – ‘Take Care’. Students learn about making healthy and safe lifestyle choices.

Term 3 – Cultural Diversity/Heritage – ‘Same but Different’. Students learn about celebrations, traditions and cultures within Australia and around the world.

Term 4 – Science – ‘Staying Alive’. Students explore the needs of living things and the properties of materials.

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, iPods, 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 Prep classroom have access to 6 desktops and 6 iPads to support their learning.

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.

Prep Phonological Awareness Program

The Prep Phonological Awareness program aims to develop the early literacy skills of identified Prep students. It focuses on identifying sounds in spoken words and matching sounds to letters and letter combinations. It is a one to one program facilitated by trained teacher aides and parent volunteers.

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.

Prep children are involved in the program with the Grade 1 and 2 students in 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 Prep will participate in our Breakfast at school during term four.

Swimming

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

**Buddy Program**

The Preps work in conjunction with a Grade 6 class in the school to provide our young children with a ‘buddy’. This gives children security in the playground and a familiar face to look for when they need help or comfort. The program also gives children the opportunity to work together in the classroom and provides them with peer mentoring and assistance to complete group tasks. The children in both grade levels look forward to participating in the activity on a regular basis.

This year’s buddy grades are

- Kylie Tomat 6T with Lisa Costanzo Prep C
- Liam Smith 6S with Jessica Davison Prep D
- Gayle Lovelace 6L with Toni Warren Prep W
- Tom Moore 6M with Elle Rogers Prep R
- Laura Ward 6W with Belinda Martin Prep M
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.

In conjunction with the camping program, the Preps rehearse and perform an item for the culmination of the Prep Breakfast in term four.

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 Prep 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 Prep 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
- 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 Prep will spend approximately ten minutes, most nights of the week, on shared work at home. This will include home reading and learning to recognise the M100W (most frequently used words). Mathletics is available to 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.

Outlined below are some suggested ways you can help your child at home.

Please remember that children develop at different rates. Not all children sat, walked or talked at the same time. The same applies when children are learning to read, write and cope with school. They will develop at their own pace, when they are ready.

During the first year of school, your child will begin to develop a sense of independence and confidence by taking responsibility for certain tasks.

You can help by…

- Praising all attempts
- Helping in a positive way
- Using real life opportunities to promote learning
- Involving your child in reading and writing
- Talking about mathematics in every day experiences
- Letting your child enter the classroom alone and unpack their own bag
- Allowing your children to be responsible for notes, bank books, lunch orders etc
- Talking to children about their day
- Listening to what your child has to say
- Encouraging your child to have a go
How to help your child with reading

MAKE…
a regular time for reading together. Share books brought home from school or old favourites from your own collection.

TALK…
about the book. Use the pictures to predict what it is going to be about. Ask your child to make suggestions.

PROVIDE…
reading materials that are about the interests and experiences of your child and your family.

JOIN…
the local library.

LOCATE…
signs, read recipes, junk mail, packets, boxes and household items.

GIVE…
books for gifts or treats. Select books with rhythm, rhyme, repetition and predictable ideas.

READ…
old favourites again and again to promote familiarity and confidence. Encourage your child to read them to you.

DISPLAY…
an interest in reading. Let your child see you reading e.g. newspapers, magazines, novels.

DISCUSS…
the parts of the book. “Show me the cover. Where is the title? Do you know the name of the person who wrote the book? Can you show me where the name is written?”

TALK …
about the author. Read books by the same author. Try to find things that are similar about the books.

EXPLORE…
the pictures in books to decide where the story is taking place, compare events and places with those in your own lives, e.g. “What would you do if you were the person in the book?”

READ ALOUD…
together and look for the clues to tell you how to say what is written, e.g. talking marks, bold print, italics.

SHOW…
your child that writing should make sense. Tell them what you do when the meaning isn’t clear.
- Re-read a tricky section
- Look for information in the pictures
- Have a go at unknown words
How to help your child with writing

PRAISE …
all attempts at writing and spelling. Talk about what your child has written, have your child point to the writing and talk about the message it carries.

DEMONSTRATE…
how you write by recording the message. Explain what you are doing as you write, e.g. “I start my writing on this side of the page. I’m making gaps between the words. This is what I want to say.”

LET YOUR CHILD…
observes what you do when you try to spell unknown words, e.g. say it, write it down, try again, check it with a friend or in a dictionary.

ASK…
your child to read their work to other people such as family members, friends or neighbours.

IDENTIFY…
letters and words around you. Play with letters of the alphabet, find letters and words in magazines that are of significance, e.g. “That letter is in your name. That’s the way you spell my name.”

Mathematics at Home

Encourage your children to use mathematics in real situations:

<table>
<thead>
<tr>
<th>Cooking</th>
<th>Shopping</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Timing how long things take to cook</td>
<td>• Preparing shopping lists</td>
</tr>
<tr>
<td>• Discuss the size of containers &amp; cooking</td>
<td>• Estimating costs</td>
</tr>
<tr>
<td>utensils in relation to capacity</td>
<td>• Tending money</td>
</tr>
<tr>
<td>• Measuring ingredients</td>
<td>• Counting money</td>
</tr>
<tr>
<td>• Setting the table and counting the number</td>
<td>• Budgeting pocket money</td>
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<tr>
<td>of utensils, plates etc</td>
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</table>

<table>
<thead>
<tr>
<th>Playing games</th>
<th>Time</th>
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<tbody>
<tr>
<td>• Mathletics</td>
<td>• Telling the time</td>
</tr>
<tr>
<td>• Rainforest Maths</td>
<td>• What’s on TV at 7.00pm?</td>
</tr>
<tr>
<td>• Mathematical applications</td>
<td>• It’s five minutes to bedtime</td>
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<tr>
<td>• Card games</td>
<td>• How long will it take to…?</td>
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<tr>
<td>• Jigsaws</td>
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<tr>
<td>• Dice/board games</td>
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</table>

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 Prep we will be commencing classroom assistance later this term. A note will be sent home shortly in regards to this.
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.
## Annual Costs

<table>
<thead>
<tr>
<th>Term</th>
<th>Integrated curriculum unit</th>
<th>Possible excursion Cost (estimated)</th>
<th>Other school event Cost (estimated)</th>
<th>Swimming</th>
<th>Camping program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Linking to Thinking Social Harmony</td>
<td></td>
<td>Mathletics (annual cost) $9.00 per student</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>First Aid session (whole school attending) No cost</td>
<td></td>
<td></td>
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<tr>
<td>Term 2</td>
<td>Well Being</td>
<td>Lazy Town Performance $10.00 per student</td>
<td>Life Education (whole school attending) $10.00 per student Mothers’ Morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Cultural Diversity/Heritage</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Term 4</td>
<td>Science</td>
<td>Excursion (venue tbc) $28.00 per student</td>
<td>School Magazine (optional) $15.00 per copy</td>
<td>Swimming $75.00 per student</td>
<td>Prep Breakfast $12.00 per student</td>
</tr>
</tbody>
</table>

### 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.
Just Playing

When I'm building in the block area,
Please don't say I'm "just playing."
For you see, I'm learning as I play,
About balances and shapes.
Who knows, I may be an architect someday.

When I'm getting all dressed up,
Setting the table, caring for the babies,
Don't get the idea I'm "just playing."
For you see, I'm learning as I play;
I may be a mother or father someday.

When you see me up to my elbows in paint
Or standing at an easel,
Or moulding and shaping clay,
Please don't let me hear you say, "He is just playing."
For you see, I'm learning as I play;
I'm expressing myself and being creative.
I may be an artist or an inventor someday.

When you see me sitting in a chair
"Reading" to an imaginary audience,
Please don't laugh and think I'm "just playing."
For you see, I'm learning as I play.
I may be a teacher someday.

When you see me combing the bushes for bugs,
Or packing my pockets with choice things I find,
Don't pass it off as "just play."
For you see, I'm learning as I play.
I may be a scientist someday.

When you see me engrossed in a puzzle
Or some "plaything" at my school,
Please don't feel the time is wasted in 'play.'
For you see, I'm learning as I play.
I'm learning to solve problems and concentrate.
I may be in business someday.

When you see me cooking or tasting foods,
Please don't think that because I enjoy it,
It is 'just play.'
I'm learning to follow direction and see differences.
I may be a cook someday.

When you see me learning to skip, hop,
Run and move my body,
Please don't say I'm "just playing."
For you see, I'm learning as I play.
I'm learning how my body works.
I may be a doctor, nurse or athlete someday.

When you ask me what I've done at school today,
   And I say, "I just played",
Please don't misunderstand me.
For you see, I'm learning as I play.
I'm learning to enjoy and be successful in my work.
I'm preparing for tomorrow.
Today, I am a child and my work is play.

- Anita Wadley