Dear Parents and Carers

At Georgiana Molloy Anglican School (GMAS) Year 1 students begin more formal learning particularly in relation to English and Numeracy. Young children start with the concrete and move towards abstract concepts, therefore they need a lot of hands-on activities. Children learn at different rates and in different ways so we provide for a variety of learning experiences. We believe it is important to develop the whole child spiritually, socially, emotionally, physically as well as intellectually. It is important that children develop independence and learn to organise themselves, as these are lifelong skills needed for success.

For further information regarding GMAS Policies and Procedures, including Student Presentation, Uniform Code, Pastoral Care, Daily Routines and communication guidelines, please refer to the “Georgiana Molloy Anglican School Parent Information Booklet.”

This booklet aims to provide you with important information about your child’s year with us.

**Staff**

Principal          Mr. Ted Kosicki
Head of Early Childhood  Mrs Kathryn Campbell
Teachers
  Ms Louise Leyden – 1G
  Miss Laura Gunter – 1M
Education Assistants
  Mrs Sharon Vlam – 1G & 1M
  Mrs Kerri Peters – Reading Recovery Program

**Session Times**

Monday – Friday  8:40am to 3:20pm

**Term Dates**

Term 1          Monday 2nd February – Thursday 2nd April
Term 2          Wednesday 22nd April – Friday 3rd July
Term 3          Tuesday 21st July – Friday 25th September
Term 4          Tuesday 13th October – Monday 7th December
Early Childhood learning offers a range of experiences that will:

- Assist in developing a positive self-image.
- Provide learning experiences, which will enable each child to develop at their own rate with small learning steps and recognise their individual needs.
- Promote oral language skills, which will help in understanding the different uses of language e.g. communicating to others, learning to ask and answer questions, learning to choose and select.
- Assist each child to show respect for others and form Christian values for community living.
- Provide an organised, consistent daily routine offering security so children can make choices and be creative.
- Provide continuous evaluation of the programme to ensure it is within each child’s abilities and achievements.
- Ensure home and school is complementary where parent participation is encouraged.

Education in the Early Childhood years:

- Recognises the individual differences in each child.
- Provides a programme, which promotes developmental learning integrating social, emotional, spiritual, physical and cognitive growth.
- Develops each child’s natural curiosity and eagerness to learn.
- Realises that play-based learning is essential for all children.
- Provides opportunities to discover and explore through sensory material, as this is the basis for all areas of learning.
- Recognises that children must learn from each other, learn how to learn, experience achievement and responsibly, and respect themselves and each other.
- Develops independence and the ability for children to think for themselves.
- Realises that children need a safe, secure, stress-free environment knowing it is all right to make mistakes and show emotion.
- Offers no pressure for children before experiencing and understanding ‘hands on’ activities.

Stationery Requirements

All books and stationery items required for Year 1 classes are purchased and supplied by GMAS. This means savings for parents and the school, as we can purchase supplies at a discounted price in bulk. The only purchases required for the school year can be purchased from the GMAS Uniform Shop. Parents will be charged an amount to their school resource levy.

Daily Requirements

1 X Piece of fruit/vegetable for ‘shared fruit time’
1 X Packed lunch box (i.e. sandwich, wrap, salad, fruit, yoghurt, no lollies or junk food please, as per our GMAS Healthy Eating Policy)
1 X Drink bottle (water only no juice/cordial)
1 X School bag (with a change of clothes in case of accidents)
1 X Hat (No Hat – No Play Policy Term 1 & 4)

We discourage toys and valuable items being brought to school. When they are lost or damaged it is a very distressing time for children. Issues with sharing and ownership occur when personal items are brought from home. (Special occasions such as birthdays are an exception)
TimeTable:

Classes at GMAS are organised around a five-day timetable. The Year 1 curriculum is based on the targeted requirements of the Australian Curriculum (AC), and the Principles and Practices of the Early Years Learning Framework (EYLF). We run an integrated program and incorporating investigations and intentional play sessions based on The Kathy Walker Approach. Dedicated literacy and numeracy lessons are explicitly taught each day. The program balances indoor and outdoor educational periods and allows for both active and quiet time throughout the day. Each day students have a healthy, shared fruit break to keep their minds active and alert, and are encouraged to drink water from their own water bottles throughout the day. Year 1 is double streamed. The children have a specialist teacher for Health/CRS, Physical Education, Music, Visual Art and Information, Communication Technology (ICT).

Communication

Open communication between home and school is imperative. You are invited to come and speak with your teacher about any concerns or queries you may have regarding your child or the program. Any knowledge of changes in home situations and circumstances that you think may affect your child at school are always appreciated.

In order to keep parents informed of the class routines and expectations, a Parent Information Evening is held within the first two weeks of the first term. Parents meet with the teacher who will brief them on routines, expectations and proposed learning intentions and activities relevant to this year group.

A Homework Diary is a daily source of communication between School and home. Parents are encouraged to read and sign it each night. Comments about your child’s behaviour, performance or wellbeing can be noted in it. Teachers will sign the diary each day, too. Some calendared school events are also noted in the diary.

We will communicate formally with you in several ways during the year. There will be the opportunity for Parent/Teacher interviews in Term 1 and 2, plus end of Semester Reports. Early childhood classes are unique in the way that most parents are given an opportunity to communicate daily in an informal way during drop offs and pick ups.

Teachers often create weekly or fortnightly class newsletters to share classroom events and the GMAS School Newsletter, the “What’s On” is emailed to families on Fridays and is available on the GMAS Website.

Assembly

Pre-primary students attend Junior School Assembly each Tuesday afternoon.

Spiritual

As a part of a Christian school, Year 2 students are a part of a holistic approach to learning. Students attend Chapel services lead by our Chaplain each Friday. Each class takes a turn to present prayers, read from the Bible and sing songs of praise.
House Structure

Each student is allocated to a House. The Houses are named after Bays within the Busselton region. There are six Houses.

They are as follows:

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Each House includes students from each of the Years Kindergarten to Year 6. Kindergarten students participate in the Early Childhood Beach Carnival, Early Childhood Cross Country Carnival and Early Childhood Athletic Carnival.

Parent Involvement

Parent involvement in Year 1 is very important. All parents and special people in your child’s life are invited to come along and participate. Parent Roster is the most common form of parent involvement. Your child loves to share their learning with you and an extra pair of hands enables us more time to work with individuals and small groups of children. Parent assistance during the morning and afternoon session is very much appreciated and a valuable part of your child’s learning experience. A roster is displayed in the classroom during each term. In order to give children time to settle into their new classroom routines, parent helpers will not begin until a few weeks into term.

Correct Letter Formation

GMAS currently uses the New South Wales Foundation Font when handwriting.

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DESCRIPTION OF LEARNING AREAS

Christian Religious Education

The Christian and Religious studies program covers six learning strands:
1 Bible
2 Story of the Church
3 Philosophy
4 World Religions
5 Meditation, Prayer and Worship
Ethical Decision Making and Living

Bible
Students understand that the Bible and its teachings can influence people’s viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.

Story of the Church
Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church’s growth and continuity and consider its future in Australian society.

Philosophy
Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

World Religions
Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

Meditation Prayer and Worship
Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

Ethical Decision Making and Living
Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

Bible stories are a feature of the Christian Religious Studies for this age group, as well as learning about significant Church calendar events such as Easter and Christmas. Pre-primary students help to create a Nativity play at the end of the year.

English Learning Area

The Year 1 English program embraces the Australian Curriculum, which is built around three strands; Language, Literature and Literacy. Together they focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years. Students are taught to communicate with adults, peers and teachers by participating in news telling, role-playing, assembly performances, story retells, listening games and barrier games. Students engage with a variety of texts for enjoyment and create a variety of imaginative, informative and persuasive texts. They are introduced to a range of comprehension strategies, take part in regular reading activities at an appropriate level, both at school and home and participate in individual spelling programs which focus on alphabet sounds, phonemic awareness and word awareness.

Mathematics Learning Area

Year 1 Mathematics programs are created using the Australian Curriculum and are based across three content strands; Number & Algebra, Measurement and Geometry, and Statistics and Probability.

Students understand whole numbers into the hundreds and learn strategies to count collections. They learn to read and make amounts of money using simple combinations of coins and learn about partitioning and how to share objects into equal parts with a focus on a whole and a half.
Students learn to solve simple number stories using pictures, materials and symbols using the four operations. They learn to create and interpret different graph types and use the language of chance. Students use language to describe attributes for length, mass, area, capacity and time and are exposed to a range of spatial concepts including orientation, different shape types and patterning.

**Society and Environment Learning Area**

Students learn about History in the context of present and past family life. They are taught knowledge and understandings about their local community and environment and are provided with opportunities to compare their situation to that of others. They are taught that their past, present and future are connected to specific events in their lives and that life stories can be different. Students learn all about themselves and their families. They learn about their school, home and community life and the importance of basic needs and wants to live a happy life.

**Science Learning Area**

Children learn a range of activities to develop a good knowledge and understanding of science concepts. They focus on scientific skills such as planning basic experiments, obtaining and considering evidence. Skills taught are based on first hand observations, findings from investigations, research and using books and electronic sources. Students are taught to recognise living things and sort a variety of different materials. They learn about light and dark, pushes and pulls and sound and hearing. Most importantly Science in Year 1 develops curiosity about the world students live in and things they observe and experience, which helps them to explore using all their senses.

**Physical Education**

Physical Education at Georgiana Molloy Anglican School is a developmental program, which provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others’ health and well-being. In Year 1 the focus is placed on learning the fundamental movement skills necessary for a child’s development and getting students to participate competently and confidently in physical activities such as play and games. Emphasis is placed on locomotor skills, body management and object control skills. A strong focus in Year 1 is taking turns in play, games and cooperative play.

**Health Education**

Students are taught to recognise what it means to be healthy and the actions they can take to have optimal personal health, safety and physical activity. They are taught to use basic communication and cooperation skills when interacting with familiar people. The BUZ program is followed for a term each year which helps students understand and handle their feelings, teaches them how to make and keep friends and helps them build resilience. The PATHS program is also followed. This promotes self-esteem and encourages children to make appropriate choices when playing and working with others.
Making healthy choices for eating, as well as the need for cleanliness in daily activities is discussed, role played, sung and talked about. Awareness of our emotions and how to express them and use them effectively is developed in small and large group activities using the Challenges and Choices program, which teaches resilience, promotes self esteem and encourages children to make appropriate choices when playing and working with others. The Protective Behaviours program is also taught in Pre-primary. It is an internationally acclaimed child abuse prevention and personal safety program.

**Technology and Enterprise and Information Technology**

Year 1 Technology and Enterprise engages children in purposeful activities, which draw upon their existing understandings and skills and moves them to more sophisticated knowledge and critical reflection of technological processes and products. Children learn to design, make and appraise in a fun, imaginative, interactive and hands on way. They learn to create using a variety of materials, following specific criteria and then learning to assess and reflect on their tasks to achieve the best possible outcome. A 1-to-1 iPad program has been introduced in Year 1 to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the entire educational program and all learning areas of the Australian Curriculum.

**The Arts**

Visual Art is a developmental programme, in which concepts relating to elements and principles of art and design are explored through visual inquiry, design development, studio practice and are developed through Years 1 - 6. Art is a subject that introduces students to a way of problem solving, understanding, interpreting and applying Visual Art for their own enjoyment. It is designed to teach processes and technologies, which later become useful life skills. By extending student's understandings of Art ideas, it enables them to learn alternative modes of self-expression. By studying Art movements in a historical context and viewing images, students are able to build their sense of identity and culture, which supports them in gaining a sense of place in their community and wider society.

Visual Literacy is embedded in the program to ensure students have a language in which to discuss and respond to the Visual Arts.

The Art program is a continuum, based upon a bi-yearly rotation of 6 focus areas of Art, such as; Drawing, Painting, Printmaking, Construction, Fibre/ Textiles and Sculpture/ 3D. There is also an Annual Exhibition, where artwork displaying creativity and excellence is celebrated.

**Library**

Learning to use books carefully, respectfully and for a purpose as well as enjoyment of reading, is the main aim of the library program for Year 1 students. Children will explore the features of picture books, as well as learn about characters, authors and illustrators. Differences between fiction and non – fiction resources will be noted. Non- fiction books and their features will be taught. The children will be lead through activities that show where these different types of books will be found in the library.