Year 1 - 6 Parent Information Forum
Welcome!

FEATHERBROOK
P-9 COLLEGE
TEACHING STAFF

Year 1 / 2        Katie Abela
Year 1 / 2        Andrew Ellis
Year 3 / 4        Maria Farriciello
Year 4/5/6        Cameron Andrews
Physical Education  Lesley Wheeler
Japanese LOTE     Lesley Wheeler
Visual Arts       Liz Gage
Snapshot of a rapidly changing world
Implications for educating students

Featherbrook College offers a contemporary approach to educating students. Learning takes place in an environment that is conducive to preparing children for a rapidly changing world that demands technological (ICT) capacity and knowledge, heightened interpersonal skills, significant emotional intelligence, resilience, plus strong literacy and numeracy skills. (www.featherbrookp9.vic.edu.au)

• https://www.youtube.com/watch?v=PcZg51ll9no
The Curriculum

How do we decide on the Curriculum and how is it taught?

• Needs and interests of the children

• Victorian Curriculum

• School Strategic Plan and Annual Implementation Plan
Curriculum

• Literacy and Numeracy – key/core curriculum areas

• Flexible groupings of children based on identified learning needs through thorough assessments (formative and summative)

• Inquiry throughline content focus and/or skill based – Sciences, Histories, Civics and Citizenship, Economics and Business and Health.

• Challenge and Problem-based learning

• Our curriculum provision will be strengthened through our partnership with CERES enabling children to be active citizens in looking after the natural environment and finite resources.
# Inquiry - Throughlines

## Essential Question

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<th>Term 1 Identity</th>
<th>Term 2 Ancestry</th>
<th>Term 3 Sustainability</th>
<th>Term 4 Creativity</th>
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<td><strong>Who am I?</strong></td>
<td><strong>How has the past influenced our lives today?</strong></td>
<td><strong>How can we live sustainably?</strong></td>
<td><strong>How can I be creative?</strong></td>
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## Connections to Victorian Curriculum Learning Areas

- History
- Geography
- Health and Physical Education
- History
- Geography
- Science
- Technologies
- Civics and Citizenship
- The Arts
- Science
- Technologies
Throughlines addressing History, Geography, Civics and Citizenship, Economics and Business and Health

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<th>Victorian Curriculum Learning Area Concepts</th>
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<td>• Family</td>
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<td>• Connections to places other than Australia</td>
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<td>• Special places</td>
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Specialist Curriculum Provision

• Physical Education

• Japanese Language Other Than English (LOTE)

• Visual Arts
Victorian Curriculum : Digital Technologies

- **Digital Technologies**: Identify and explore digital systems (hardware and software components) for a purpose
- **Data and Information**: Recognise and explore patterns in data and represent data as pictures, symbols and diagrams
  Collect, explore and sort data, and use digital systems to present the data creatively
  Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments
- **Creating Digital Solutions**: Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems
Digital Technologies Provision @ Featherbrook College
Positive behaviour support includes:

- Effective academic support
- Teaching social skills
- Teaching school-wide expectations
- Active supervision/maintaining in common areas
- Positive reinforcement for all students
- Firm, fair, corrective discipline
- Effective learning time management.
Positive Education

We teach children strategies to build social skills and strategies to reflect on their learning by expressing their feelings. We provide them with a language to express their feelings and emotions.

“I am kind when I help someone to do things”

“I am proud of myself and others”

“I am brave when I ask someone for help or I go to a teacher”

“I feel sensitive when someone hurts my feelings so I stand up for myself”
Student Portfolios

• A Portfolio is a purposeful collection of work samples that documents the student’s development over a year. It clearly demonstrates the successes, growth, thinking, creativity and reflections of the student.

• Portfolios encourage students to celebrate, reflect on and discuss their learning with their peers, teachers and parents.

• The Portfolio includes a range of work samples, common assessment tasks and reflections. The samples will be accompanied by statements relating student achievement/progress to the relevant Victorian Curriculum. The Portfolio pieces will be supportive of the written student report at mid and end of year. This is not necessarily a collection of the student’s best work hence some pieces will appear in draft form and others in final form.

• Teachers will choose most pieces that are included to ensure a balanced view of learning but students will also be encouraged to choose pieces of which they are proud and wish to share.

• Portfolio pieces may be shared with parents throughout the year and also during Student-Led Conferences to complement the written report.
Student Led Conferences

• Student–led conferences form part of the reporting and celebration of each student’s learning.

• Held mid-year and complementing the formal report and student portfolio, student–led conferences allow the student to share and discuss their learning progress (challenges, highlights, future learning goals) with their parents and where required, supported by the teacher.
Reading at Home

• Let your child see you reading and enjoying a variety of reading material
• Read with and to your child with humour and expression
• Engage in discussions with your child about the story or their choice of reading material whether it be hard copy book or e-text
• Your child will enjoy you reading to them and with them...even through to Year 6!
• Take control of the television, iPad, electronic games
Home Learning

• Important to get home reading routines established in preparation for additional homework.

..\Policies\Featherbrook Policies as of 021016\Homework Policy.pdf
Years 3 – 6 Lady Northcote Camp

Monday 18th – Friday 22nd September

Year 2 Sleep – Over at the school
Date in term 4 to be determined

Purpose
Whilst providing the children with an engaging and entertaining experience, the purpose of the sleepover is to assist with student transition from Year 2 to Year 3. The sleepover also prepares them for the camping experience in Year 3.

Here is a sample of a sleepover from another school:

- **6:30pm Brief schedule of events, students take bags to their rooms (Friday)**
  - 7:00 Rotation activities – possum hunt using torches, tabloid sports
  - 8:00 Children change into pyjamas and set up beds
  - 8:15 Supper is served whilst watching DVD (G rated)
  - 9:30 Brush teeth
  - 9:45 Storytime
  - 9:45 Lights out

- **Next morning (Saturday)**
  - 6:45am Students wake up, dress and pack up.
  - 7:00 am Students collected by parents from gym.
Sunsmart

..\Policies\Featherbrook Policies as of 021016\Featherbrook Sunsmart Policy.pdf
Uniform

..\Policies\Featherbrook Policies as of 021016\Featherbrook Uniform Policy.pdf
How to Make Contact with Your Child’s Teacher

• Phone discussion- perhaps for minor questions.

• Arrange a meeting time to discuss any wellbeing matters or child’s progress. Please do not attempt to have a meeting ‘on the run’. If the matter is important a scheduled meeting is most appropriate.

• Email through the school email address: featherbrook.p9.co@edumail.vic.gov.au and ‘attention…….’ in the subject line.

• COMPASS – on-line portal to facilitate communication between the home and school. Parents will receive log-in details early term 1

• Write a note

• Student-Led Conference – (End Term 2)
THANK YOU!

Have a wonderful year. Our amazing team of teachers will be working with an amazing group of children.

Your children😊