



Welcome to Early Stage 1 2024 Meet the Teacher

Eastwood Heights Public School

Acknowledgement of Country



Acknowledgement of Country

We acknowledge the Traditional Custodians of country throughout Australia and their connections to land, sea and community.

We pay our respect to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.



Staff Members

Jenny Calagis: Assistant Principal and KC classroom teacher (M-Th)

Jacqueline Atherton: KA classroom teacher

Lynda Go: KG classroom teacher

Nicole Tan: KC's classroom teacher (Friday)

Linda Pang: Science teacher for Kindergarten (Th - Fri)

Laura Lewis: Physical Education

Kate Argyle: Library Teacher

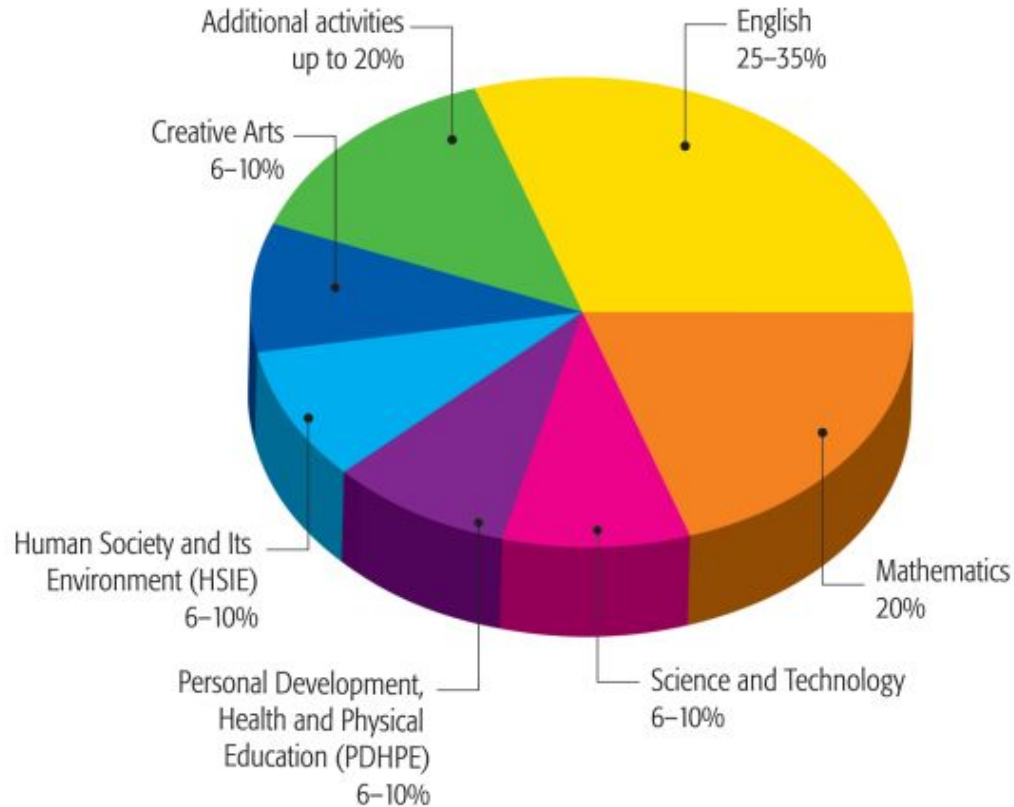
Curriculum

Syllabuses for learning

NESA develops syllabuses for these learning areas:

- English
- Mathematics
- Science and Technology
- History and Geography
- Creative Arts
- Personal Development, Health and Physical Education (PDHPE)

How much time will be spent on each subject?



English

English K–2

The organisation of outcomes and content highlights the importance of strong foundations in the early years across oral language, reading and writing. It supports the development of early literacy knowledge and skills, while continuing to acknowledge the importance of learning about and enjoying literature.

All the outcomes for English K–2 fall under:

- Understanding texts
- Creating texts.

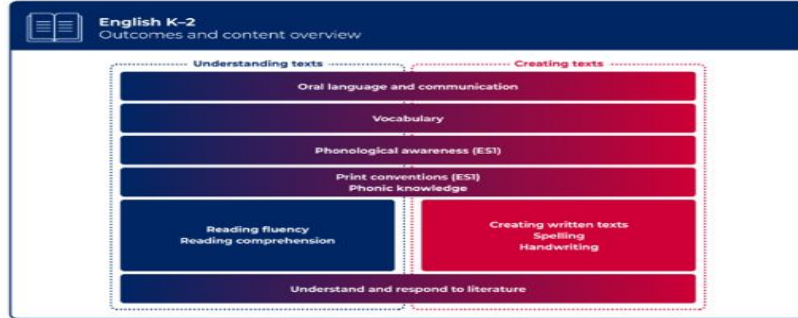


Figure 1: English K–2 outcomes and content overview

Mathematics

Mathematics K–2

Learning Mathematics in K–2 enables students to become confident, effective users and communicators of mathematics. They develop an increasingly sophisticated understanding of mathematical concepts and processes that helps them interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

The reformed Mathematics K–2 syllabus organises the outcomes and their related content into 3 areas:

- Number and algebra
- Measurement and space
- Statistics and probability.

The important role of Working Mathematically is incorporated into all areas of mathematics.

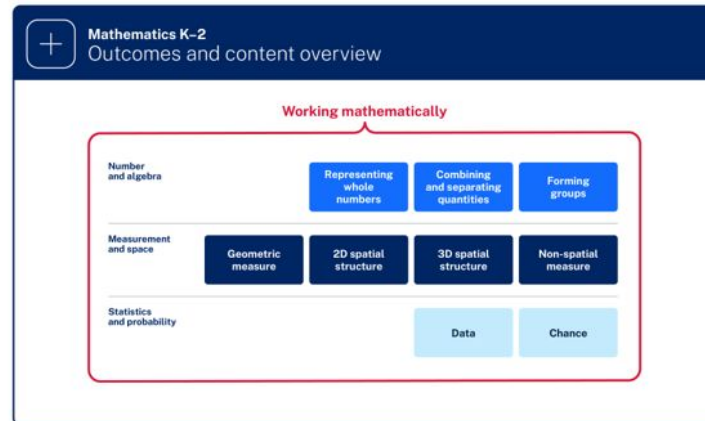


Figure 2: Mathematics K–2 outcomes and content overview

Science and Technology

Early Stage 1

By the end of Early Stage 1, students engage in the processes of Working Scientifically, and Design and Production to make sense of the world around them. They explore their immediate surroundings and ask questions about their observations and experiences. They collect data and communicate their ideas and observations in a variety of ways. Students investigate possibilities and solutions, individually and in collaboration with others, and use the design process to develop solutions. They effectively use a range of classroom equipment and learn to work safely when using resources and materials.

Students recognise that living things have different features and basic needs which can be met. They recognise that plants and animals can be used for food, clothing and shelter. Students identify that objects are made from materials that have observable properties, and that these properties influence their design and use. They describe how objects move and observe the effects of push and pull forces. Students identify daily and seasonal changes in the environment. Students also identify familiar digital systems and follow a simple set of instructions.



Geography

Early Stage 1

By the end of Early Stage 1, students identify familiar places and recognise why some places are special or important to people and how they care for them. They recognise that places can be represented on maps.

Students acquire information by observing, talking to others and viewing, reading and/or listening to texts. They use geographical tools and communicate geographical information in a range of forms. Students reflect on their learning from the findings of their inquiry.

Foundation · People Live in Places



Unit 1

Add to Planner

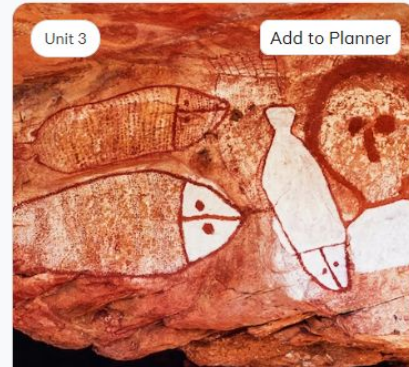
Places



Unit 2

Add to Planner

Important Places



Unit 3

Add to Planner

Aboriginal and Torres Strait Islander



Unit 4

Add to Planner

Location of Places

History

Early Stage 1

By the end of Early Stage 1, students communicate stories of their own family heritage and the heritage of others. They identify similarities and differences between families and recognise how important family events are commemorated.

Students sequence familiar events in order and pose questions about their own and their family's past. They identify and compare the features of objects from the past and the present. Students acquire information by direct observation, talking to others and by viewing, reading and/or listening to texts. Students relate a story about their past using a range of texts and language associated with time and change.

Foundation · Personal and Family Histories



Families



My History



Different Families



Celebrations

Creative Arts



- Visual Arts
- Dance
- Drama
- Music



PD, H, PE

Early Stage 1

By the end of Early Stage 1, students identify personal characteristics and strengths, recognise how they are growing and changing and identify different parts of the body. They describe the different emotions people experience. Students practise interpersonal skills to interact positively with others. They identify people who can assist and recognise actions that help them to be resilient, healthy, safe and active. Students explore contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity. They identify skills and strategies to stay safe and be supported. With developing self-control, students explore emotional responses and cooperate positively with others in a variety of play and group situations.

Students explore how their body responds to movement. They practise body movement and control, demonstrating different ways the body can move in relation to space, time, objects, effort and people. Students compose and sequence simple movements. They show awareness and consideration of others during play situations. Students perform fundamental movement skills and explore possible solutions to movement challenges through participation in a range of activities.



P&C - Class Parent



Eastwood Heights Public School

P&C

Association



WHAT IS THE P&C?

The P&C is a volunteer run, not for profit organisation that supports the school and is the focal point for parent participation. The P&C aims to continually better the facilities and environment of the school. Any parent or member of the community can attend meetings, and partake in decisions by becoming a P&C member for \$1.00 (one dollar). P&C Membership form & more details located on back of page.

FUNDRAISE

The P&C runs several fundraises throughout the year. This includes the Fireworks Spectacular FUNdraiser. All money raised goes towards continually bettering our school. Details on events and what to raise money for are presented at P&C meetings



PAST & FUTURE PROJECTS

Past projects the P&C has contributed funds towards include: Bus Shelter, Air Condition in school hall and recent toilet block upgrade. Future projects include funding towards new play equipment and possibly OOSH merger with P&C. Attend P&C meetings to hear more about these projects, become a member, and take part in the decision making.

VOLUNTEER

Volunteering is so important – once a year, once a term, one a month, once a week – whatever you can do – it all helps!

For more info on volunteering:

- At canteen contact Nancy on 0418 418 047
- P&C Exec Committee contact Therese on 0451 011 570
- For various fundraising events, attend P&C Meetings or join the Community Facebook page, and read your eNEWS notices. Requests for volunteers will be made when needed, and a link will be published to register.

JOIN US ONLINE

P&C MEETINGS
2ND TUESDAYS OF THE MONTH*
7PM

*Exc School Holidays. Details will be communicated on the community facebook page and via eNews

MORE INFO?

Email any P&C questions or feedback to president@eastwoodheightspandc.org

PARENT CLASS ROLES

To assist in building a great school and ensure smooth and effective communication across the school community all classes are requested to have parents volunteer in the role of 1) Class Parent 2) P&C Representative.

These roles may be taken on by one person, or split amongst multiple parent volunteers

CLASS PARENT

The Class Parent is the liaison amongst the parents of all students in the class. They are also the parent representative should the class teacher wish to promote or enhance certain school or classroom matters. Traditionally, the Class Parent conducts the following:

Class Contact List

The Class Parent is provided a parent contact list from the teacher. The class parent uses this list to compile a class contact list and create a class distribution list and Communication Group. Class parent should reach out to parents to check if both parents want to remain on contact list, and that they are happy to have their details distributed

Communication Group

The Class Parent creates a Communication Group Eg: Whats App or Facebook) using the Class Contact List and invites all parents in the class to the chat. This is an informal chat forum to discuss school and class related matters amongst other class parents.

Teacher Gifts

Traditionally Teachers receive a class gift on occasions such as Christmas or a farewell. The Class Parent is encouraged to organise a class gift through platforms such as <https://www.grouptoegether.com/> or similar.

Fireworks Fundraiser

All classes are assigned a stall for the Eastwood Heights Public School Fireworks Fundraiser. The Class Parent leads the roster and organising for the stall, bringing the class together as a community, to execute their piece of the fundraiser.

Class Meet Ups

Class meet ups are a great way to meet other parents in the class and your child's friends. The Class Parent usually organises class meet ups at the local park or similar to further foster school community and relationships.

All official school communication is sent out by the school via eNews, the school newsletter or via the classroom teacher directly.

P&C REPRESENTATIVE

The EHPS Parent & Citizens Association (P&C) is a group of volunteer parents who take on a more formal role to assist the school in providing, feedback on school policies and activities and raising money for additional resources to be used to enhance student learning.

The Class P&C Representative assists with the following:

Communicates Concerns & Suggestions

Parents may have concerns or suggestions regarding school facilities or community matters. The P&C Representative gathers these concerns and puts forward to the P&C

Attends Online Meetings

Where possible the P&C Representative attends online P&C Meetings (usually held on the 2nd Tuesday of the month at 7pm). The representative brings forward any matters raised by their class as well as shares with their class any items that arise in meetings. To partake in decisions the P&C Representative should become a paid P&C member, by paying \$1 (one dollar) membership fee.

Community & Fundraising Events

The P&C holds various community and fundraising events throughout the year. These include Mothers / Father's Day Stalls and breakfasts, Fireworks Fundraiser and Election Day BBQ's to name a few. The P&C representative shares events to their class and promotes volunteering to further bring the class together as a community and work together to continually build a better school.

For more information on the P&C see following page.

Join the
Eastwood Heights Public School Community
Facebook page for informal school community discussions and messages



*Speak to your class teacher today to step into these highly valuable roles.
Thank you for helping us continue to build a great school!*

Thank you for attending

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