



Welcome to 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.



2024 Staff Members



Supervisor
Ljiljana Prothero
Assistant Principal



Mrs Arpie Abrahamian
Mr Justin Di Mauro

Year 1 Teachers



Ms Elle Chen

Mrs Tina Di Mauro-
(Mon. Tues. Thurs, Fri)
(Ms Ljiljana Prothero - Wednesday)

Miss Alexandra McAlister

Year 2 Teachers

Curriculum

Syllabuses for learning

NESA develops syllabuses for these learning areas:

- English
- Mathematics
- Science and Technology
- Human Society and Its Environment (HSIE) (History and Geography)
- Creative Arts
- Personal Development, Health and Physical Education (PDHPE)
- Languages – optional for schools.

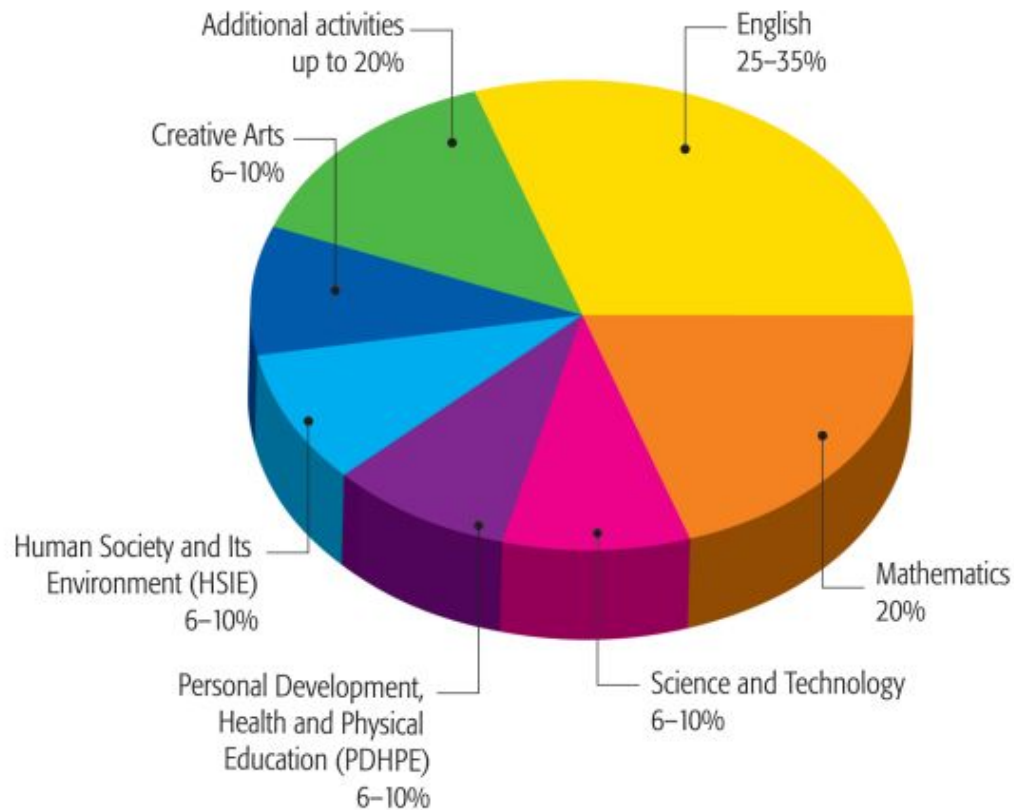
Supporting your K–2 child at NSW schools

<https://library.curriculum.nsw.edu.au/341419dc-8ec2-0289-7225-6db7f2d751ef/12b64720-3050-4cbc-adb4-d3980b434aef/parent-guide-k-2-english-and-mathematics.dOCX>

Parent Guide to the NSW Primary Syllabuses

<https://educationstandards.nsw.edu.au/wps/wcm/connect/25cb2fe5-c5f4-4ce8-920c-6b4b108bb30a/parent-guide-to-the-primary-syllabuses.pdf?MOD=AJPERES&CVI=D=>

How much time will be spent on each subject?



English

What are details on English K–2?

English K–2 shows essential learning as outlined in the research for building foundations in reading and writing.

The syllabus recognises that for most students, oral language comes before written language. Oral language outcomes and content are inclusive of students whose primary communication is not through speaking and listening.

Each research-based key to reading has an explicit outcome, including phonics. The teaching advice suggests that teachers should typically provide daily opportunities for students to practise reading, starting with the use of decodable texts.

Focus on reading ‘fluency’ as a key component of building strong foundations.

More emphasis on writing and ensuring that students have a clear understanding of how to create a sentence.

‘Literature’ is highlighted as essential in the development of core knowledge for subject English. Listening to and using literature can foster an understanding, appreciation and love of reading.

Content is structured to highlight the parallel connections across oral language, reading and writing.

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.

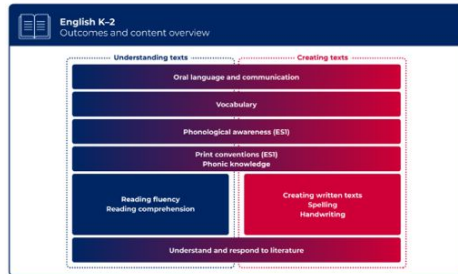


Figure 1: English K–2 outcomes and content overview

Mathematics

What are details on Mathematics K–2?

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.

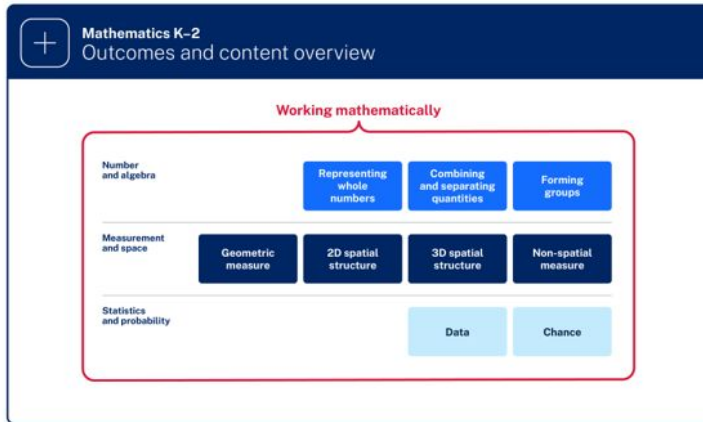


Figure 2: Mathematics K–2 outcomes and content overview

The new Mathematics syllabus clearly shows essential learning and supports students to make connections across concepts as outlined in the research for building foundations in Mathematics.

There is a focus on developing reasoning skills to support a deeper understanding.

Content is structured to highlight the parallel connections across Number and Algebra, Measurement and Space, and Statistics and Probability, underpinned by the latest research.

Teaching advice for Mathematics includes examples to support the development of language and vocabulary. This will be particularly helpful for early-career teachers. Vocabulary knowledge influences the development of reading, writing, oral language and Mathematics skills.

The new syllabus affirms the strong evidence base of outcomes and content, with an increased emphasis on place value.

<https://library.curriculum.nsw.edu.au/341419dc-8ec2-0289-7225-6db7f2d751ef/12b64720-3050-4cbc-adb4-d3980b434aef/parent-guide-k-2-english-and-mathematics.docx>

Assistant Principal Curriculum and Instruction (APC&I)

Working with staff:

- Demonstration and team teaching.
- Data analysis for school planning.
- Organising assessments.
- Tailored professional learning for staff.
- Collaborative design of interventions.
- Supervising EAL/D and other specialist staff.



Parent Workshop Survey

- The APC&I will run more parent workshops/information sessions this year.

The link will be sent out via the following:

1. Newsletter
2. School E-news

- Please fill out the survey by March 1.

Assistant Principal Curriculum and Instruction

Working with Students:

- Whole class teaching alongside the classroom teacher.
- Whole class or small group demonstration lessons.
- Working with small groups in the classroom.
- Working with individual students in the classroom.
- Assessments of students.

Additional responsibilities:

- Literacy and Numeracy Corner in the newsletters. PLEASE READ!
- Participation in wellbeing-focused school events.
- Organising community forums for literacy and numeracy.

Science and Technology

Earth and Space

Stage 1 of the Earth and Space strand focuses on the observable changes that occur in the sky and landscape. Students explore how the Earth's resources are used and investigate their conservation. Stage 1 of this strand introduces students to regular atmospheric and astronomical events and their effect on the Earth and develops students' understanding of sustainability. Stage 1 of the Digital Technologies strand focuses on digital systems and their components. Students investigate how digital systems display data and use a sequence of steps and decisions (algorithms) to solve problems. Stage 1 of this strand develops students' understanding of how digital systems use algorithms to communicate.



Geography



HSIE

Stage 1

By the end of Stage 1, students describe the natural features of different places, including the weather and seasons, and recognise that places exist across a range of scales. They describe human features of places, including how spaces can be arranged for different purposes. Students investigate how places are managed and cared for and discuss the connections people have to different places.

Students pose questions and collect and record information to answer these questions. They represent data in tables and on maps. They interpret geographical information to draw conclusions. Students present findings in a range of communication forms using simple geographical terms. They reflect on their learning and suggest actions in response to the findings of their inquiry.

Year 1 - Features of Places



Unit 1

Weather and Seasons

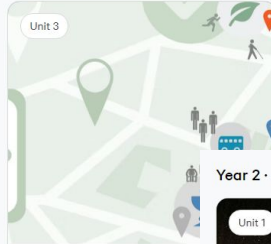
4 Lessons · Year 1
Geography



Unit 2

Features of Places

4 Lessons · Year 1
Geography



Unit 3

How Places are Organised

4 Lessons · Year 1
Geography

Year 2 - People and Places



Unit 1

Australia's Location

3 Lessons · Year 2
Geography



Unit 2

Australian Places

3 Lessons · Year 2
Geography



Unit 3

People's Connections to Places

3 Lessons · Year 2
Geography



Unit 4

Local and Global Connections

2 Lessons · Year 2
Geography

History

Stage 1

By the end of Stage 1, students identify change and continuity in family and daily life using appropriate historical terms. They relate stories about their families' and communities' past and explore a point of view within an historical context. They identify and describe significant people, events, places and sites in the local community over time. Students describe the effects of changing technology on people's lives over time.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (such as physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Year 1 - Past and Present Family Life



Past, Present and Future
5 Lessons - Year 1
History



Family Life
4 Lessons - Year 1
History



Then and Now
3 Lessons - Year 1
History

Year 2 - The Past in the Present



Learning about the Past
4 Lessons - Year 2
History



Preserving the Past
3 Lessons - Year 2
History



Changing Technology
3 Lessons - Year 2
History

Creative Arts

The *Creative Arts K–6 Syllabus* replaces existing syllabuses in Music (1984), Visual Arts (1989) and Craft (1972). It provides information and guidance about teaching and learning in the artforms of Visual Arts, Music, Drama and Dance from Kindergarten to Year 6. Each of these artforms is acknowledged for its unique contribution to students' learning in the arts.

In Visual Arts, students develop knowledge and understanding, skills, values and attitudes in **making** and **appreciating** by engaging with the concepts of 'artists', 'artworks', 'the audience' and 'the world'.

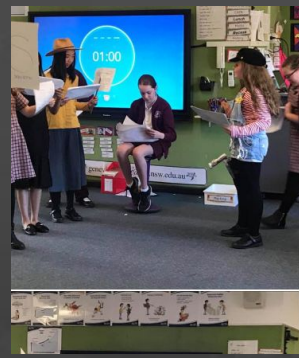
In Music, students develop knowledge and understanding, skills, values and attitudes in **performing**, **organising sound** and **listening** by experiencing musical concepts within a range of repertoire.

In Drama, students develop knowledge and understanding, skills, values and attitudes in **making**, **performing** and **appreciating** by engaging with roles, dramatic contexts, elements and forms.

In Dance, students develop knowledge and understanding, skills, values and attitudes in **performing**, **composing** and **appreciating** by engaging with the elements of dance through a range of contexts.



Children realise that 'I AM WHAT I AM' and make a choice to identify with a group.



Stage 1

By the end of Stage 1, students describe changes that occur as they grow older, and recognise characteristics of personal identity and how these are influenced by strengths and achievements. They recognise and demonstrate positive ways to interact with others and identify how emotional responses have an impact on others' feelings. Students explore different types of relationships and describe the qualities needed to develop and maintain respectful relationships. They understand contextual factors that influence health decisions and describe how to keep themselves and others healthy, safe and active. Students recognise environments which promote health, safety and physical activity and practise a range of protective strategies for responding to various situations. They follow instructions to keep themselves safe and are able to ask for help with tasks or problems.

Students identify areas where they can be active and participate in a range of opportunities that promote physical activity. They demonstrate movement skills in a variety of sequences and situations and propose alternatives to solve movement challenges. Students perform fundamental movement skills and apply movement concepts to perform simple sequences that incorporate the elements of space, time, objects, effort and people with developing competence. They demonstrate cooperation, fair play and positive ways to interact and include others.



Extracurricular Activities

Special Days

Harmony Day-

P&C Welcome Back BBQ– Friday February 16, 5pm - 7pm

Dental Visit- Monday, March 4 – Friday, March 8

Programs

Swim school **-Tuesday, April 2
– Friday, April 12**

Premier's Reading Challenge-

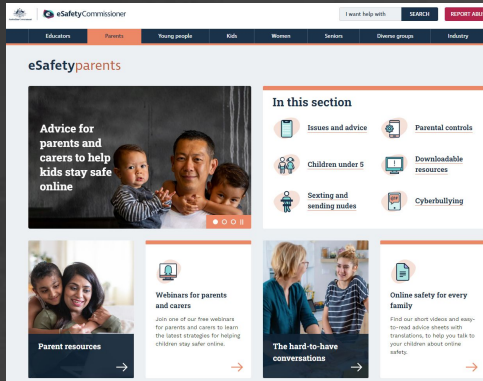
- **Monday 26 February 2024: Challenge opens**
- **Friday 23 August 2024: Challenge closes for student entries**
- **Friday 6 September 2024: Challenge closes for coordinator validations**

Life Education-**Monday, March 25 – Thursday, March 28**

Incursion- Backflips Against Bullying –

Monday, February 19

Cyber safety



ICT Programs

- Reading Eggs
- Inquisitive

Third Party Consent programs

- Seesaw
- Bug Club
- Amplify
- Class Dojo
- Wingaru

Your consent is required for your child's information to be provided to these third-party providers. Before giving your consent, it is important you understand what student information is collected, how it will be used and who may have access to it. A lists of each of the third-party providers the school intends to use this year will be provided with a link to the website. If you require further clarification of these services you can contact the Principal, Mrs Nicole Henderson.

Permission – third-party web and cloud-based service providers

This year EHPS will be utilising the services of third-party online service providers to enhance student learning. The providers requiring access to student personal information will be listed in a consent form that will be sent home once finalised.

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 enhancing 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 Conditioning in school hall and the recent toilet block upgrade. Future projects include funding towards new K-2 and 3-6 ground equipment and a possible 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

Class ----- Contact List 2023

Teacher: _____ Teacher email: _____

Parent Representative _____ Parent Rep Email: _____

| Name of Child | Name of Parent/Caregiver | Email | Phone Number | Address | Note: |
|---------------|--------------------------|-------|--------------|---------|-------|
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PARENT CLASS ROLES

To assist in further enhancing our collaborative learning community and to ensure smooth and effective communication, parents will be provided with an opportunity to undertake the role of Class Parent Contact and P&C Representative. This will be further discussed in the Meet the Teacher sessions during Week 5, Term 1

CLASS PARENT

The Class Parent is the liaison amongst the parents of all students in the class. They liaise with the class teacher should they 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 create a class contact and distribution list that is then distributed to every parent/carer in the class. The Class Parent will reach out to parents to check if both parents want to be listed on the contact list, and that they are happy to have their details distributed.

Communication Group

The Class Parent may create a social media group on WhatsApp for the class parents. This platform is used to clarify events, requirements and social events for students- eg play dates, birthdays etc. 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. (Platforms such as <https://www.groupstogether.com> are recommended)

Fireworks Fundraiser

All classes are assigned a stall for the Eastwood Heights Public School Fireworks Fundraiser. The Class Parent coordinates the roster and organisation for the stall. This helps distribute the load as well as builds community spirit in each class as we strive for collective success of the event.

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 'School Enews, the school newsletter or School Bytes.

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 on School Matters

Parents may have questions, feedback and suggestions regarding school or community matters. The P&C Representative brings these matters to the attention of the P&C

Attends Online Meetings

Where possible the P&C Representative attends online (or face-to-face) P&C Meetings on the 2nd Tuesday of the month at 7pm. The representative brings forward any matters raised. To partake in decisions the P&C Representative should become a paid P&C member, by paying a \$100 membership fee at the first general meeting.

Community & Fundraising Events

The P&C holds various community and fundraising events throughout the year. Some include:

- the Welcome Back BBQ.
- Mothers / Father's Day Stalls and breakfasts.
- Fireworks Fundraiser and Election Day BBQ's.

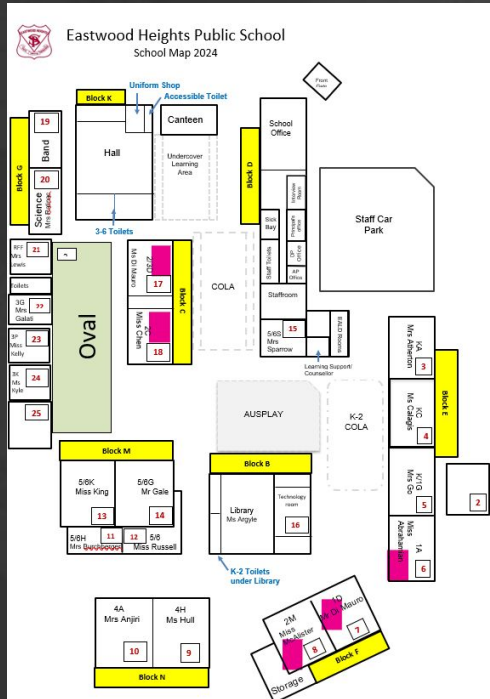
For more information on the P&C see following page.

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



Thank you for helping us continue to thrive and succeed as a school!

School Map



Classroom Visit

Grade Overview

We thank you for taking the time to attend our Stage Meet the Teacher session, and look forward to our partnership in ensuring our students attain their personal best in 2024.

Classroom Visits

Teachers will now outline their:

- Timetables
- Classroom procedures
- Reward systems
- Grade Overview
- Nominate Class Parent
- Questions & Answer time (No individual student information will be discussed.)

Eastwood Heights Public School

Lincoln Street
Eastwood 2122
Phone: 8079 4732
Email: eastwoodhp.school@nsw.edu.au
Web: www.eastwoodhps.nsw.edu.au

Dear Parents and Carers

We would like to welcome all our students and families to Stage 1.

The Stage 1 teachers are looking forward to an exciting and engaging year of learning. Stage 1 consists of Year 1 and Year 2. The Stage 1 teachers have been working together to produce engaging programs that are aligned with the new NSW curriculum and provide rich, relevant and quality content through various learning opportunities.

Below are the Stage 1 teachers. Please speak to your child's teacher if you have any questions about your child's learning.

| 2023 Stage 1 Teachers | | |
|-----------------------|---|-------|
| Class | Teacher | Room |
| 1A | Miss Arpie Abrahamian | Rm 6 |
| 1D | Mr Justin Di Mauro | Rm 7 |
| 1M | Miss Alexander McAllister | Rm 8 |
| 1/2D | Tina Di Mauro Mon – Tues, Thus-Fri Lilijana Prothero Wed | Rm 18 |
| 2C | Elle Chen | Rm 17 |

Thank you for attending :)

It is now time to move to classrooms.