



Oak Park Primary School  
Creating The Future Together

# Foundation 2019 Parent Information Session



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# Session Overview

## What we will be covering:

- Our school
- What we teach and how
- 1:1 iPad Program
- Internal/External Programs we offer
- Things to consider before your child starts school
- Q&A





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# Our School

## ○ Our Motto:

*'Oak Park Primary School will work collaboratively to provide a stimulating safe and challenging learning environment that promotes resilient, innovative thinkers.'*

## ○ Our Values:

*Resilience*

*Respect*

*Responsibility*





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# Our School

## RESILIENCE

★ We keep trying our best.



★ We play games fairly.



★ We try and solve our own problems.



★ We are independent.



## RESPONSIBILITY

★ We look after our belongings.



★ We do the right thing.



★ We look after our school.



★ We apologise.



## RESPECT

★ We listen when someone is speaking.



★ We are kind to each other.



★ We raise our hand to speak.



★ We keep our hands to ourselves.





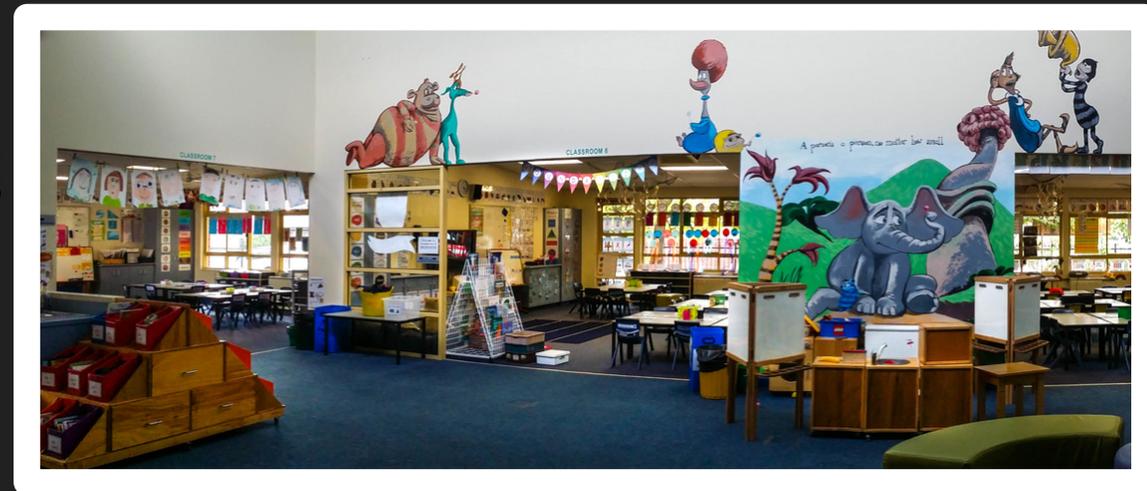
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# Foundation Grade Structure

- 3 Foundation classes of approximately 22 students in each.
- 1 teacher per grade and teacher's aid (if required).
- All three classes run the same program with teachers planning together.

## Factors considered when forming Grades:

- Even boy to girl ratios (where possible).
- Friendships.





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# What We Teach & How



All teaching at Oak Park Primary is aligned to the Victorian Curriculum.

- Literacy (Phonological Awareness/Reading/Writing).
- Speaking & Listening (Oral Language).
- Mathematics
- Technology
- Challenge Based Learning



## Specialist Programs:

- Art, Physical Education, Japanese (Year long program)
- Sustainability, Performing Arts (1 Semester each year)





# Phonological Awareness

**Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Examples include:**

- Letter name and sound knowledge (Ants in the Apple)
- Syllable identification
- Rhyme identification

**Building phonological awareness and concepts about print are strongly linked to early reading and spelling success.**





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# Reading

- Guided Reading runs daily in small groups to explicitly meet student needs.
- Each week students work through various rotational activities based on building Phonological Awareness and early reading concepts.
- Students are taught high frequency words by sight (Word of the week program).
- We explicitly teach early reading strategies to help students build an awareness of how to decode words within a text.

**Studies show that children should have at least 1000 books read to them before they are ready to read themselves.**



# Reading

## Tommy Tracker



Point to each word as you read.



## Sharp Eye



Look at the pictures.



## Mouse the Mouth



Say the first sound.



## Sound Talk It



Say each sound.





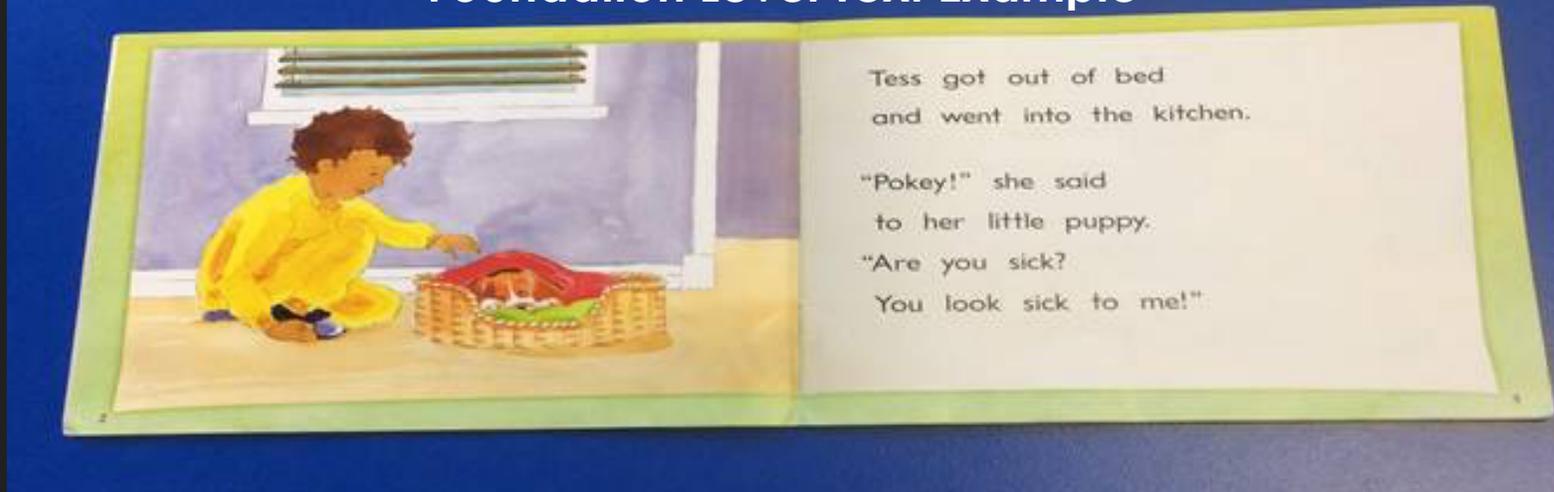
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# Reading

## Early Guided Reading Text Example



## Foundation Level Text Example





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# Writing

- Our Phonological Awareness program goes hand in hand with our Writing program.
- Building student knowledge of letter names and sounds allows them to recognise that communication can be recorded through writing.

## Term 1 Writing consists of:

- Drawing a picture of an experience or idea.
- Verbally constructing a simple sentence about the picture.
- Recording verbally prepared sentence using initial sounds and High Frequency Word Knowledge.



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# Writing

Throughout Foundation Writing skills are further developed by the incorporation of:

- Sounding out longer, more complex words and recording beginning, middle, end sounds.
- Spacing between words.
- Simple punctuation (Full stops/Capital letters).
- Different sentence starters
- Conjunctions (and/with/because)
- Composing different text types (Personal Recounts/Procedural Texts)



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# Oral Language

**Oral Language is a weekly run program that promotes the development of Speaking and Listening skills amongst students. It increases students' ability to:**

- Effectively communicate and respond to others.
- Build vocabulary knowledge.
- Listen and take turns speaking.
- Develop the ability to form full sentences when speaking in order to aid sentence construction within Reading/Writing.



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# Mathematics

**Within the first Semester of Foundation, students build a sound knowledge of numbers to 10.**

**This includes:**

- Counting, Number Recognition, Making Collections of various numbers, Writing numerals, Number facts to 10 (e.g.: Part/Part/Whole Knowledge).
- Building number knowledge to 10 is a critical part of Mathematical understanding within Foundation.

**During the second Semester of Foundation, students continue to develop their number knowledge to include numbers to 20 and beyond. This includes:**

- Counting forwards and backwards, Number Recognition, Making collections, Place Value (Tens and Ones)
- Simple Addition/Subtraction
- Simple Multiplication (Sharing objects into equal groups)



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# Mathematics

## Our Mathematics Program also includes Non Number concepts:

- Measurement (Length/Height)
- Time (Days of the week, Months of the Year)
- Shape (2D & 3D)
- Location
- Data (Collecting data and interpreting Pictographs)
- Capacity



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# Technology

- Our Technology program aims to provide students with the 21st century skills they need to enter into a world where Technology is changing rapidly.
- Ipads are used as means to support and enhance learning.
- Students learn basic skills on how to use an iPad and begin to explore how specific Apps can be used to document their learning.
- We are a 1:1 iPad school.
- Foundation students commence the 1:1 iPad program in Term 2.



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# Challenge Based Learning

- Challenge Based Learning is an Inquiry based approach to teaching and learning.
- Students in all year levels work in collaborative groups and use technology to tackle real-world issues in the context of their school, family or local community.
- Examples of topics we have covered in the past include Minibeasts, Weather, Lifecycle of Plants, Cultural Background, Human Bodies.

## Assessment & Teaching of 21st Century Skills



Ways of Thinking



Creativity  
Critical Thinking  
Problem-Solving

Ways of Working



Communication  
Collaboration &  
Teamwork

Tools for Working



ICT  
Information Literacy

Skills for Living in the World



Global Awareness  
Career & Life Skills  
Personal & Social  
Responsibility



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# Specialist Programs

- Japanese, Art and Physical Education are taught by Specialist teacher throughout the year.
- Sustainability/Performing Arts are taught a semester at a time.
- Specialist programs are allocated an hour per subject each week.
- Specialist teachers work alongside classroom teachers to ensure their curriculum complements what is being taught in the classroom.



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# Library

- Students visit the Library once a week and can borrow one book per week.
- The Library encourages students to develop a love of reading.
- During Library sessions, students are able to read stories, are exposed to the Library borrowing system and how to care for books.
- During Term 2 Oak Park hosts a 'Scholastic Book Fair'.
- In Term 3 Oak Park celebrates Book Week by encouraging students to come dressed as their favourite book character for 'Book Day'.



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# External Programs We Offer

## External Programs we offer include:

- Music Program (Singing/musical instrument lessons).
- Before/After School Care Program
- Kelly Sports
- Team Holiday Program
- Incursions/Excursions



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# Internal Programs We Offer

- Foundation Pajama Breakfast
- Foundation 100 Days of School Celebration
- Fire Education Program
- Mother's Day Afternoon Tea
- Foundation Buddy Program
- Wellbeing Day
- Writer's Festival/Oaktober Film Festival/Arts Festival (Alternating Years)
- Friendship/Harmony Day
- Japanese Day
- School Disco
- School Concert/Fete (Alternating Years)
- School Counselor
- Lunchtime Activities (Yoga/Dance Club/Chess Club/Gardening Club/Oak Park's Got Talent/Anime Club/Library/Art Club)



# Things to Consider Before Starting School

## Encourage self help skills such as:

- Packing up, getting dressed.
- Packing/unpacking their own bag.
- Toileting independently and following simple hygiene procedures.

## Social and emotional development:

- Encourage turn taking and sharing.
- Able to form new friendships and separate readily from parents/caregivers.
- Able to express their feelings and needs.
- Self regulating their emotional responses.



# Things to Consider Before Starting School

## Fine Motor Skills:

- Practise holding and using scissors/pencil correctly.
- Practise using buttons and zips when getting dressed.
- Practise opening/closing own lunch box.

## Gross Motor Skills:

- Encourage holding/carrying own school bag.
- Practise running, hopping, skipping skills.



# Things to work on before commencing Foundation

- Form an understanding of how to ask for help or express feelings.
- Practise following a set of simple instructions.
- Remain focused and concentrate for extended periods of time on one set task.
- Recognising and writing their own name.
- Beginning to recognize some letters by name.
- Counting to 10 and recognizing some numerals by sight.
- Practise playing various multi player games where turn taking and chance are involved.
- Establish daily routines and structures.



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# Future Transition Dates

- **Transition Session 1 (Specialist Program):**  
Friday 12<sup>th</sup> October, 9.15am – 10.45am
- **Transition Session 2:**  
Thursday 1<sup>st</sup> November, 9.15am – 10.45am
- **Transition Session 3:**  
Wednesday 21<sup>st</sup> November, 9.15am – 10.45am
- **Transition Session 4 (Meet the Teacher):**  
December (Final date TBC)



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**Thank you.  
Any Questions?**