

REDHEAD PUBLIC SCHOOL



Early Stage 1

Information Booklet



Welcome to Early Stage 1



**We are looking forward to an amazing 2024.
Our Early Stage 1 team consists of the following.**



Mrs Lisa Budden
Kindergarten teacher



Mrs Laura Rhodes
Kindergarten teacher



Mrs Katie Willott
Library / RFF teacher



Mrs Jan Audet
Learning Support teacher



Mrs Lynne Church
*K-2 Assistant Principal (3 days)
HPGE interventionist*



Miss Lexi McInnes
*K-2 Assistant Principal (2 days)
Assistant Principal Curriculum &
Instruction (Rel)*

Important Dates



Term Dates

Term	Staring Date	Ending Date
Term 1	Tuesday 30 January	Friday 12 April
Term 2	Monday 29 April	Friday 5 July
Term 3	Monday 22 July	Friday 27 September
Term 4	Monday 14 October	Friday 20 December

Staff Development Dates

Term 1	Tuesday 30 January and Wednesday 31 January 2024
Term 2	Monday 29 April 2024
Term 3	Monday 22 July 2024
Term 4	Thursday 19 December 2024 Friday 20 December 2024

Bell Times

8:40am	Playground supervision begins
9:10am	Class commences
11:10am - 11:40am	Recess
1:10pm - 1:55pm	Lunch
3:10pm	End of day

Student Wellbeing



At Redhead PS, every staff member prioritises the wellbeing of each and every student in the school.

We have a number of opportunities and evidence-based programs that support and improve student wellbeing. These include:

- Learning and Support Team
- Learning Support Teacher (Mrs Audet)
- School Counsellor (Mrs Ruth Jenkins)
- Respect, Inspire, Succeed awards
- Teacher inspired extra-curricular activities
- Student Voice Team and leadership opportunities
- Aboriginal Education Team
- Welcoming external health providers
- Restorative Practices
- Attendance awards and monitoring
- Weekly wellbeing focus
- Zones of Regulation
- The Resilience Project (TRP)

In 2024 RPS will be commencing the Resilience Project (TRP). TRP delivers emotionally engaging lessons and activities, providing practical, evidence-based mental health strategies to build resilience and happiness. Students will begin this journey with their teachers in week 2 and parents will have access to resources and information towards the end of the term. Please visit <https://theresilienceproject.com.au/about/> for more information in the meantime.

Every face has a place, Every voice has a value, Every student has support,
at Redhead PS!



Teaching & Learning Curriculum



English

As of 2024, a new English syllabus must be taught across all schools in NSW. The NSW Department of Education (DoE), in consultation with teachers has developed a suite of high quality units of work (UOW) that embed multifaceted pedagogy and include complementary resources. As a lighthouse school for new curriculum, Redhead PS delivers excellence in teaching and learning of K-2 English through three structured components being:

- Component A – the explicit and systematic teaching of foundational literacy skills. Component A is developed by RPS teachers to meet students at their point of need and is taught on a daily basis (Monday – Friday) first thing in the morning.
- Literacy Session – incorporates a range of independent literacy tasks that students engage with to rehearse and consolidate knowledge of English syllabus outcomes. These tasks include a mix of hands-on games and activities (both independently and with social support) using a range of literacy resources and technology as well as abstract tasks. It is during this time that the teacher will deliver small group reading and writing instruction targeted to meet students at their point of need. Literacy sessions are implemented on a daily basis (Monday-Friday).
- Component B – cumulative fortnightly direct instruction in the conceptual understandings of the subject of English through quality literature. Component B UOW are taught after Component A during morning literacy session on daily basis (Monday – Friday) and throughout the week in accordance with the classroom teacher's timetable.

Mathematics

As of 2024, a new mathematics syllabus must be taught across all schools in NSW. The NSW Department of Education (DoE), in consultation with teachers has developed a suite of high quality units of work (UOW) that embed multifaceted pedagogy and include complementary resources. The UOW are underpinned by the 'connectionist' approach, reflecting the 'big ideas' of mathematics whilst highlighting and reinforcing the role of working mathematically. UOW are based on a fortnightly teaching and learning sequence.

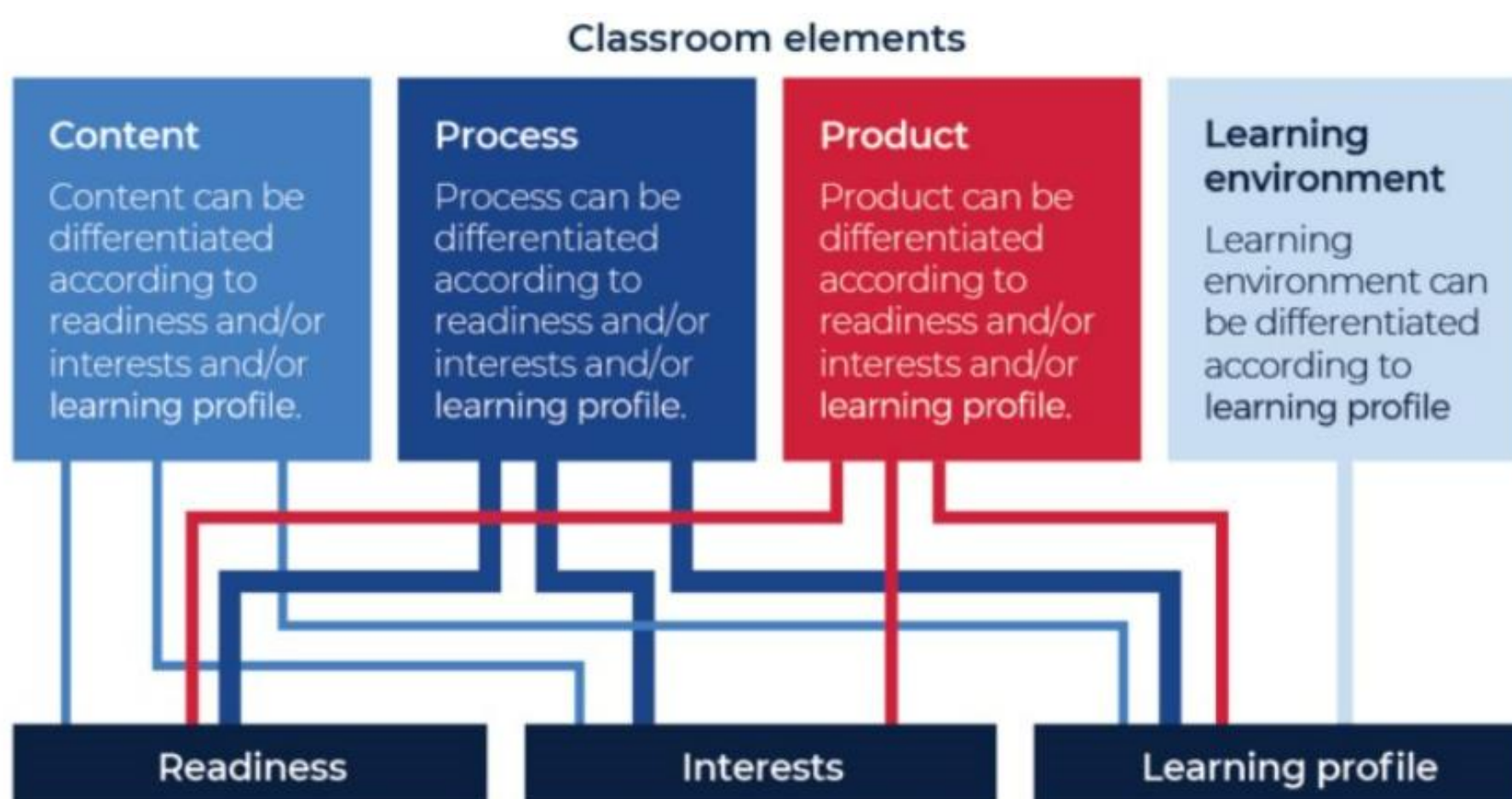
Key Learning Area's (KLAs)

Key Learning Areas (KLAs) are additional mandated topics for teaching and learning and include History/Geography, Science & Technology, Creative Arts and Physical Health and Development & Physical Education (PDHPE). The NSW syllabus' for KLAs are currently under review and we will share further updates with families as information comes to hand.

Differentiation, High Potential and Gifted Education (HPGE) and Learning Support (LS)

Redhead PS teachers are educated, well prepared and supported to accommodate for the diverse learning requirements of each and every student. We pride ourselves in nurturing effective partnerships with all Redhead PS families and maintaining high levels of communication about student learning.

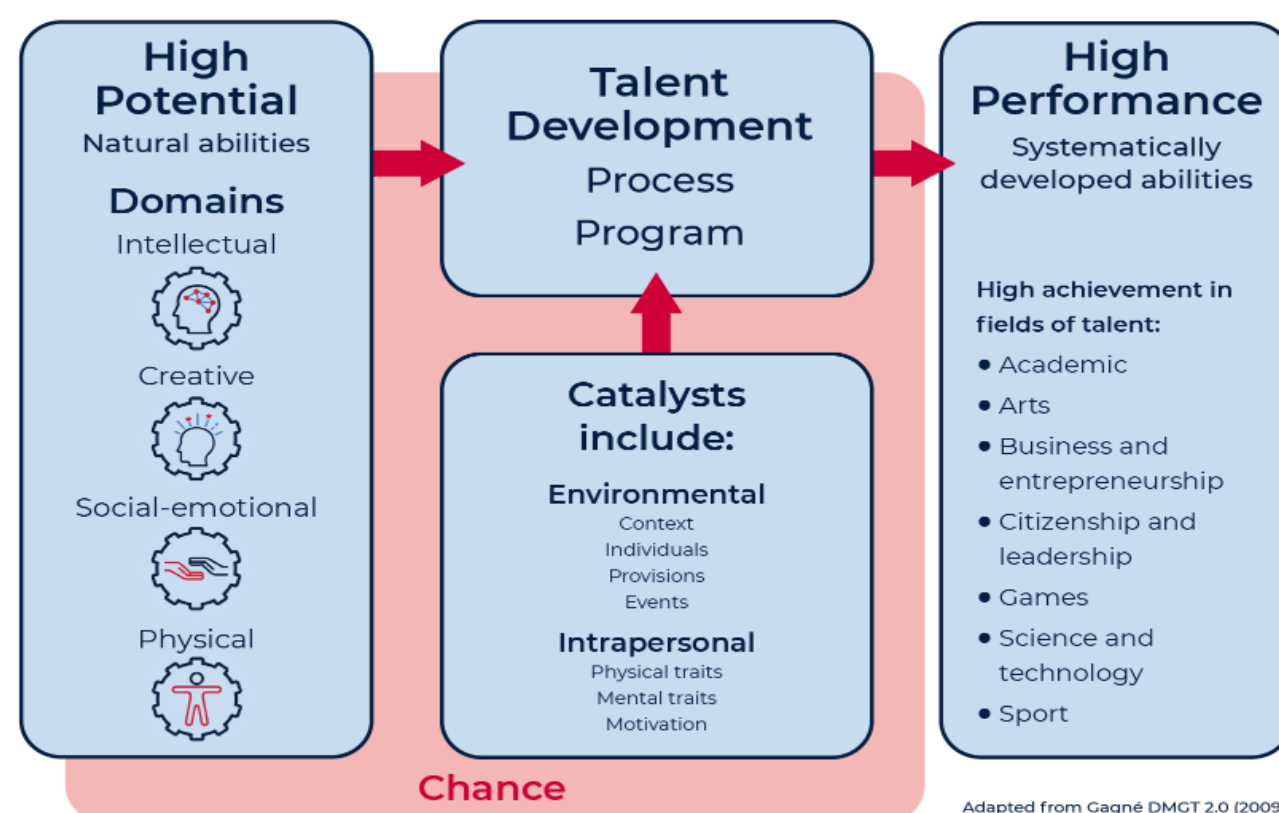
Differentiation refers to the responses that teachers make towards learners need through intentional planning as well as in situ. Elements of differentiation in the classroom may be present through....



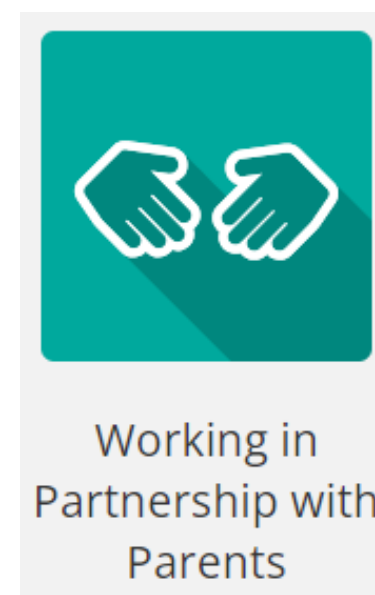
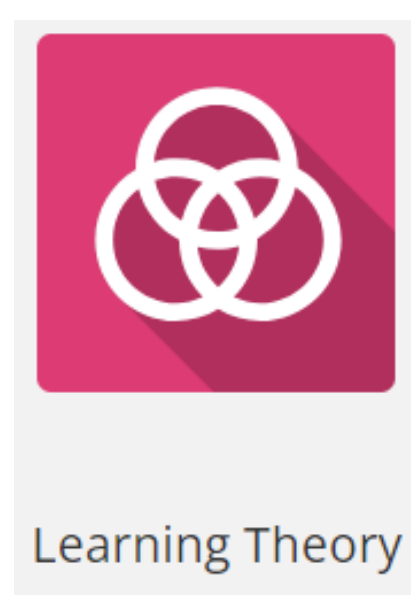
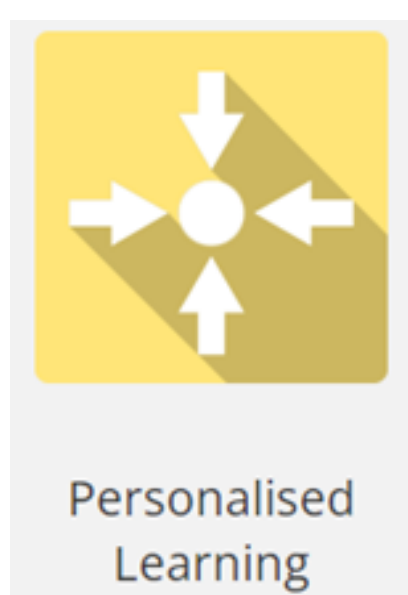
Teaching & Learning Curriculum



High Potential and Gifted Education (HPGE) refers to the NSW Department of Education's Gifted Education Policy which provides a framework for developing the talent of high potential and gifted students (HPGs). The policy provides advice to implement effective learning and teaching practices across the intellectual, creative, social-emotional and physical domains. Redhead PS teachers create learning environments that promote talent development opportunities and differentiated teaching practices to ensure specific learning requirements of HPGs are met. In addition, HPGs may be provided with enrichment opportunities via targeted intervention and extra-curricular activities.



Learning Support (LS) refers to the personalised learning provided to students who require adjustments (curriculum, instructional and/or environmental) to satisfactorily meet stage based syllabus outcomes. LS is enacted through differentiated classroom teaching practice as well as targeted, systematic intervention delivered by specialist teachers.



Teaching & Learning Curriculum



2024 Extra-curricular activities

Our committed teachers provide opportunities for students to participate in a range of extra-curricular activities across the intellectual, social/emotional, physical and creative domains. At different times throughout the year, students are able to engage in rock band, choir, art club, gardening club, coding club, Social / emotional awareness program (SEA), public speaking, debating, Australasian Problem Solving Mathematical Olympiads (APSMO), Starstruck/dance programs and sporting opportunities at the school, regional, state and national level. Languages are also taught outside of school hours by specialist personnel. Regular communication about these activities can be found via our school noticeboard near the assembly lines, school Facebook page or School Bytes portal.



Classroom Helpers

As we continue to work in partnerships with families to ensure positive educational outcomes for all students, our K-2 classrooms seek support from parents/carers/family members as 'classroom helpers'. During literacy sessions in particular, teachers guide 'classroom helpers' to monitor student work or work with small groups of students to meet specific learning needs. If you are able to commit to a regular time, whether that be weekly, fortnightly, monthly or termly we would appreciate your help. If you are interested in becoming a classroom helper, please keep your eye out for an invite to our 'Classroom Helper Induction' session via Schoolbytes which will occur at the beginning of each term. Attendance at an induction session is legally and ethically necessary before you commence classroom helping.

If you would like to help or assist in any other areas of our school community, please email the main office and one of our friendly executive team will be in contact.

Teaching & Learning Curriculum



Other Key Information

Library: At the beginning of each term teachers will communicate your child's *library day*. Please note that due to other school events library days may be changed. In this instance, teachers will communicate these to parents and carers via School Bytes as soon as practically possible.

Sport: Sport occurs each **Tuesday**. Please make sure your child is wearing their sport uniform and sport shoes on this day.

Scripture/Ethics: Special Religious Education (SRE), Ethics and Non-Scripture occur on a fortnightly basis (odd weeks) on a **Friday**. It is important to update preference information regularly at the front office so students attend the correct session.

Whole school assemblies take place on a fortnightly basis (even weeks) on a **Friday** afternoon at 2pm. All students must wear correct school uniform including shoes and socks. Families are welcome to attend assemblies if they choose to. Assemblies are held in the school hall.

Home Reading is strongly encouraged at Redhead PS for 10-15 minutes on most days. Remember that some children may choose to read for longer than this. It is important that reading at home should be for **leisure and interest**. Studies have proven that reading regularly can help students with language acquisition, communication, social skills and literacy. Students can access books from the home reader tubs in the cupboard in B block, from the school library, home library, local library, PM online via the PM ecollections in your app store or follow the link <http://pmecollection.com.au/login> and South Australian online Decodable texts <https://www.speldsa.org.au/SPELD-SA-Phonic-Readers-New-Series>. If you require any further assistance with home reading, please see your child's teacher.

Homework: Stage based homework is created and shared on a termly basis by the classroom teacher. Redhead PS promotes an opt in / opt out homework preference for families. Students are able to complete homework as shared although, please note that teachers do not monitor or mark homework. Homework is not a part of our reporting and assessing procedures. However, research has shown that engaging in regular (age appropriate) homework may assist students with building long term skills of time management and commitment to learning and growth.

Teaching & Learning Curriculum



Other Key Information

Equipment: The school resource pack includes all the books and online subscriptions to assist students learning. A **payment of \$35** is required to assist in funding these resources. Additional classroom equipment students will require can be found below. Please note it differs per year.

Equipment	Year						
	K	1	2	3	4	5	6
Painting shirt	😊						
1 x glue sticks	😊	😊	😊	😊	😊	😊	😊
1 x A4 pocket folders	😊	😊	😊	😊	😊	😊	😊
Library bag	😊	😊	😊	😊	😊	😊	😊
Whiteboard markers (pack of 10)	😊	😊	😊	😊	😊	😊	😊
1 set of labelled headphones for class computer use	😊	😊	😊	😊	😊	😊	😊
1 x sharpener with shaving container	😊	😊	😊	😊	😊	😊	😊
1 x erasers		😊	😊	😊	😊	😊	😊
Scissors suitable for students (NB: Scissors for left-handed students can be purchased)		😊	😊	😊	😊	😊	😊
Ruler – clear & plastic with cm & mm measurements. Not foldable / flexible			😊	😊	😊	😊	😊
Pencil Case (small)				😊	😊	😊	😊
Coloured pencils				😊	😊	😊	😊
Textas (pack of 12)				😊	😊	😊	😊
6 x lead pencils				😊	😊	😊	😊
4 blue & 2 red pens (Ballpoint only. No gel or erasable ink)				😊	😊	😊	😊
Protractor						😊	😊

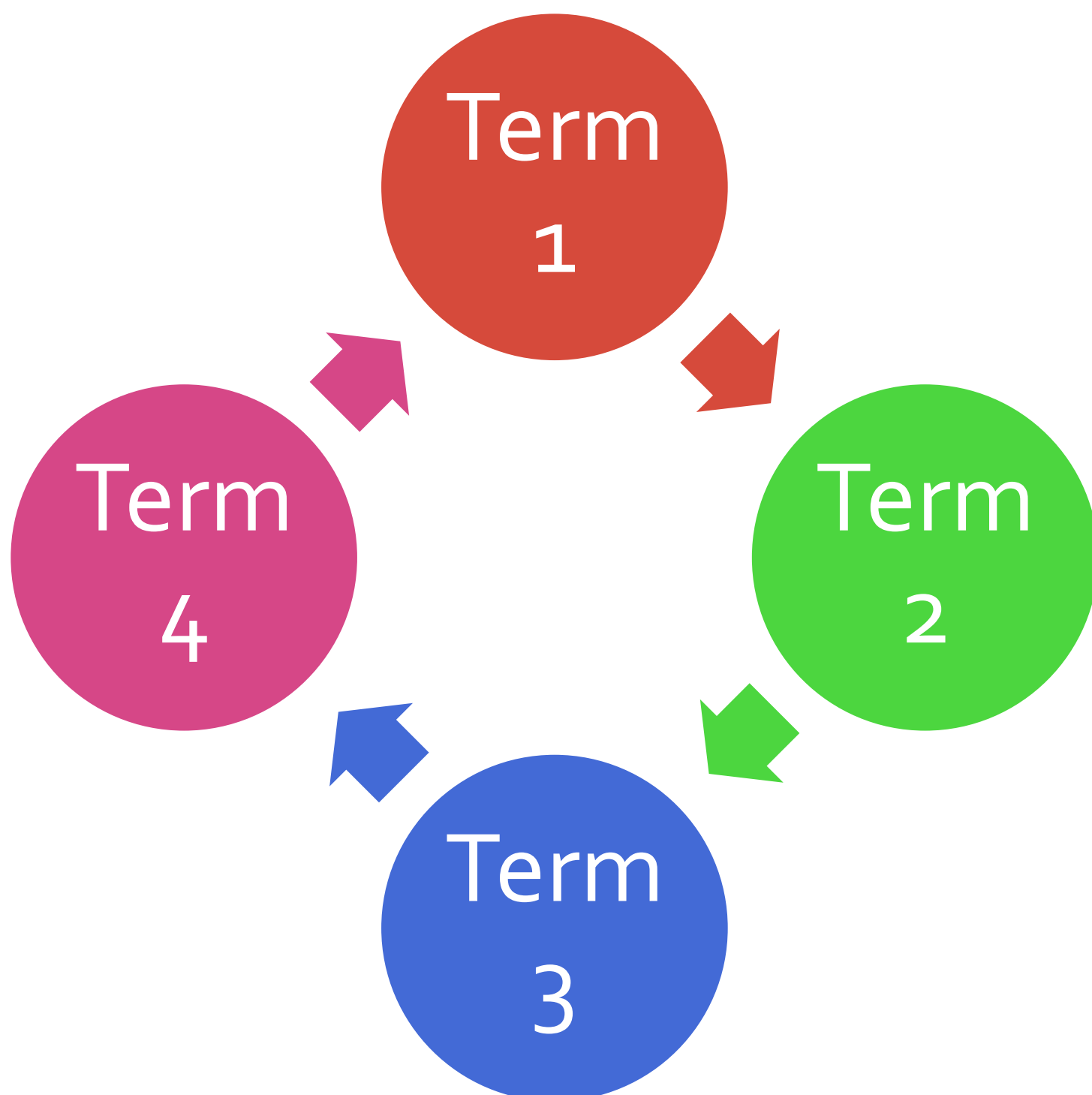
Excursions and extra activities: Educational activities are an important part of the school program and are selected to broaden students' understanding of classroom studies. Throughout the year, students will have opportunities to attend excursions and events linked to their educational needs. More information will come during the year. Payments can be made online via School Bytes.

Kindergarten's main excursion is to Oakvale Farm in Term 3 on Thursday 12th September 2024.



Termly Curriculum

Overviews



Term 1 Overview



ENGLISH

During Term 1 students will engage with the following English UOW in addition to Component A:

- Unit 1 Textual concept is 'Context' supported through the texts Godwin J (2013) *Starting School* & Naitanui N (2019) *Little Nic's Big Day*
- Unit 2 Textual concept is 'Narrative' supported through the text Rosen M (1989) *We're Going on a Bear Hunt*
- Unit 3 Textual concept is 'Character' supported through the texts Knowles S (1988) *Edward the Emu* & Knowles S (1996) *Edwina the Emu*
- Unit 4 Textual concept is 'Imagery, symbol and connotation' supported through the text Novak BJ (2016) *The Book With No Pictures*
- Unit 5 Textual concept is 'Perspective' supported through the text Howarth K (2018) *Chip*

Further information on teaching and learning content of the units of work access the NSW DoE website

<http://tinyurl.com/29wez5m>.

MATHEMATICS

During Term 1 students will learn about:

- Unit 1: Attributes can be used to sort objects This two-week unit introduces students to sorting objects using attributes.
- Unit 2: Patterns have something that repeats over and over and over again This two-week unit develops student knowledge, understanding and skills of patterns.
- Unit 3: What needs to be measured determines the unit of measurement This two-week unit introduces students to the big idea 'What you want to describe decides what unit of measure to use'.
- Unit 4: Smaller numbers can be found hiding in bigger numbers This two-week unit develops student knowledge, understanding and skills of representing numbers 0 to 10 and part-whole combinations up to 10.
- Unit 5: New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes This two-week unit develops student knowledge, understanding and skills of how new shapes can be made by joining (combining) and breaking apart (partitioning) existing shapes. Shapes and objects can be halved in different ways.

For further information on teaching and learning content and outcomes of the units of work follow the NSW DoE link

<http://tinyurl.com/3tnp3c4z>.

CREATIVE ARTS

The role of narrative in the Creative Arts Learning sequence overview – students explore the role of narrative in the creative arts to evoke meaning in artworks. **The character of the arts** Learning sequence overview: Students interpret the role of character across the creative arts to help shape meaning in compositions and artworks. **Connotation, imagery and symbol in the arts** Learning sequence overview: Students identify and interpret these hidden meanings across the creative arts. This is then used to examine mass production and advertising through the stimulus of a music study of nursery rhymes.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

PDH Being Resilient is brilliant: is a multistage unit of learning focused on empowering students to develop resilience that can support them to respond positively to different situations. Students will participate in weekly **PE** lessons that focus on developing and consolidating Fundamental Movement Skills (FMS) through explicit teaching via a variety of contexts such as daily physical activity, dance, gymnastics, movement exploration, games and sport sessions. FMS include:

- Locomotor skills such as run, jump, hop, skip, gallop, leap and dodge
- Non-locomotor skills such as static balance, bend, sway, twist and turn
- Object control skills such as catch, throw and kick.

HISTORY Personal & Family Histories 1 & 2 (Part of)

Learning Sequence overview – Personal and family histories provides students with the opportunity to learn about their own history and that of their family; including stories from a range of other cultures and other parts of the world. As participants in their own story, students build on their knowledge and understanding of how the past is different to the present. Students use a variety of sources, including personal family photographs and written and oral stories, to investigate their family history and the different structures of families in their class.

SCIENCE & TECHNOLOGY Earth and Space

Learning sequence overview – students explore daily changes in the weather. They make observations and predictions about the weather and record their observations in a weather chart. Students identify how the weather affects choices they make in their daily life.

Term 2 Overview



ENGLISH

During Term 2 students will engage with the following English UOW in addition to Component A:

- Unit 6 Textual concept is 'Context' supported through the text Carle E (1994) *The Very Hungry Caterpillar*
- Unit 7 Textual concept is 'Narrative' supported through the text Fox M (2015) *Shoes from Grandpa*
- Unit 8 Textual concept is 'Character' supported through the text McKinnon H (2022) *Floof*
- Unit 9 Textual concept is 'Imagery, symbol and connotation' supported through the text Lee S (2008) *Wave*
- Unit 10 Textual concept is 'Perspective' supported through the texts Fox M (1989) *Shoes from Grandpa* (Mullins P, illus.), Howarth K (2018) *Chip*, Lee S (2008) *Wave* and Zommer Y (2016) *The Big Book of Bugs*

For further information on teaching and learning content of the units of work access the NSW DoE website

<http://tinyurl.com/29wez5m>.

MATHEMATICS

During Term 2 students will learn about:

- Unit 6: Equal means equivalent This two-week unit develops student knowledge, understanding and skills of equivalence and how it is represented in mass and whole numbers.
- Unit 7: Data helps describe and wonder about the world This two-week unit introduces students to methods of displaying and interpreting sorted data, measuring the duration of time and reading and representing hour time.
- Unit 8: What needs to be measured determines the unit of measurement This two-week unit develops student knowledge, understanding and skills of what you want to describe decides the unit of measure you use.
- Unit 9: Collections of objects can be changed by adding more (combining) or taking some away (separating) This two-week unit introduces students to solving problems by comparing, combining and separating quantities.
- Unit 10: Sometimes things move and change location This two-week unit develops student knowledge, understanding and skills of the concept that sometimes things move and change location.

For further information on teaching and learning content and outcomes of the units of work follow the DoE NSW link

<http://tinyurl.com/3tnp3c4z>.

CREATIVE ARTS

The role of narrative in the Creative Arts Learning sequence overview – students explore the role of narrative in the creative arts to evoke meaning in artworks. **The character of the arts** Learning sequence overview: Students interpret the role of character across the creative arts to help shape meaning in compositions and artworks. **Connotation, imagery and symbol in the arts** Learning sequence overview: Students identify and interpret these hidden meanings across the creative arts. This is then used to examine mass production and advertising through the stimulus of a music study of nursery rhymes.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Our Term 2 **PDH** program focuses on **Child Protection and Respectful Relationships education**. Students in Kindergarten will be exploring different parts of the body, including those which are private, rights and responsibilities, appropriate touch, and how to respond to inappropriate touch. Students will recognise reactions and body signals to safe and unsafe situations and develop their help seeking and interpersonal skills, including how to express ways to show respect to others, and use No-Go-Tell. The school is required to inform parents and caregivers of the content of the curriculum as it deals with sensitive issues. For further information about teaching and learning programs you may like to access the Department of Education's website <https://tinyurl.com/yckcr6pn> or alternatively, please contact your child's teacher.

PE lessons focusing on developing and consolidating Fundamental Movement Skills (FMS) through explicit teaching of FMS via a variety of contexts such as daily physical activity, dance, gymnastics, movement exploration, games and sport sessions. FMS include:

- Locomotor skills such as run, jump, hop, skip, gallop, leap and dodge
- Non-locomotor skills such as static balance, bend, sway, twist and turn
- Object control skills such as catch, throw and kick.

GEOGRAPHY People Live in Places - Part 1

Learning Sequence overview – students explore the places they live and that are important to them. They investigate how the location of places can be represented on maps. They develop an understanding of what makes a place special and how this may differ for different people.

SCIENCE & TECHNOLOGY Living World

Learning sequence overview – Students learn about the characteristics and needs of living things. They recognise that living things have basic needs including air, food and water. Students apply their learning by investigating the growth of a living thing.

Term 3 Overview



ENGLISH

During Term 3 students will engage with the following English UOW in addition to Component A:

- Unit 11 Textual concept is 'Context' supported through the text Vaughn M (2014) *Wombat Stew*
- Unit 12 Textual concept is 'Narrative' supported through the text Gleeson L (2009) *Clancy & Millie and the Very Fine House*
- Unit 13 Textual concept is 'Character' supported through the text Hathorn L and Hathorn-Jarman L (2020) *No! Never!*
- Unit 14 Textual concept is 'Imagery, symbol and connotation' supported through the text Gleeson L (2016) *Banjo and Ruby Red*
- Unit 15 Textual concept is 'Perspective' supported through the texts Allen E (2014) *The Terrible Suitcase* and Wild M (2009) *Puffling*

For further information on teaching and learning content of the units of work access the NSW DoE website

<http://tinyurl.com/29wez5m>.

MATHEMATICS

During Term 3 students will learn about:

- Unit 11: Collections of ten are really useful This two-week unit develops student knowledge and understanding that skills of collections of 10 are really useful.
- Unit 12: Patterns have something that repeats over and over and over again This two-week unit develops student knowledge, understanding and skills of patterns.
- Unit 13: Making and using equal groups This two-week unit develops student knowledge, understanding and skills of making and using equal groups.
- Unit 14: What needs to be measured determines the unit of measure This two-week unit develops student knowledge, understanding and skills of measurement and units of measurement.
- Unit 15: A fraction (like one half) can mean half of a measure or half of a collection This two-week unit introduces students to a half as 2 equal parts of a whole and the use of symbols as efficient communication for mathematical ideas.

Further information on teaching and learning content and outcomes of the units of work follow the DoE NSW link

<http://tinyurl.com/3tnp3c4z>.

CREATIVE ARTS

Sing and Move - Musical Concepts: Duration, Pitch, Structure Learning sequence overview: This unit provides a sequence of learning opportunities linked to known songs that use a verse/chorus structure as well as the Israeli folk song 'Zum Gali Gali'. The unit offers an opportunity for students to create and perform a dance that they can do while singing the song that reinforces the structure of verse/chorus.

Sounds in the Environment - Musical Concepts: Tone Colour Learning sequence overview: This unit provides a sequence of learning opportunities for students to listen and respond to sounds around them in a variety of ways. Listening to environmental sounds allows students to discriminate between sounds that are familiar to them and gives them accessible musical materials to work with in their organising-sound activities. The unit focuses on sounds around us, and the sounds that insects make, through listening and organising sound.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) **PDH – Drug Education 'All about Medicines'**: Learning sequence overview Students will learn how to identify medicines, safe administration and safe use and storage of medicines. They will also identify people to go to for help when needed. **PE** lesson will focus on developing and consolidating Fundamental Movement Skills (FMS) through our biannual gymnastics program. FMS include: *Locomotor skills such as run, jump, hop, skip, gallop, leap and dodge *Non-locomotor skills such as static balance, bend, sway, twist and turn *Object control skills such as catch, throw and kick

HISTORY Personal & Family Histories 2 (Part of) & 3

Learning Sequence overview – Personal and family histories provides students with the opportunity to learn about their own history and that of their family; including stories from a range of other cultures and other parts of the world. As participants in their own story, students build on their knowledge and understanding of how the past is different to the present. Students use a variety of sources, including personal family photographs and written and oral stories, to investigate their family history and the different structures of families in their class.

SCIENCE & TECHNOLOGY Material World

Learning sequence overview – Students investigate how the properties of materials determine their use in design solutions while introducing students to the material sciences and design thinking. Students investigate, plan and design a chair for their favourite teddy or doll to sit next to them while they are completing their schoolwork at home. There is an optional 'maker hour' for students to produce, implement, test and evaluate their favourite toys chair.

Term 4 Overview



ENGLISH

During Term 4 students will engage with the following English UOW in addition to Component A:

- Unit 16 Textual concept is 'Context' supported through the text Brooke C (2017) *All I Want for Christmas is Rain*
- Unit 17 Textual concept is 'Narrative' supported through the text Harris C (2012) *It's a Miroocool*
- Unit 18 Textual concept is 'Character' supported through the texts Fox M (1988) *Koala Lou* and Dunstan K (2018) *Nannie Loves*
- Unit 19 Textual concept is 'Imagery, symbol and connotation' supported through the text Lester A (2005) *Imagine*
- Unit 20 Textual concept is 'Perspective' supported through the texts Dunstan K (2012) *Same, but little bit diff'rent*, and Bell D (2018) *All the Ways to be Smart*

Further information on teaching and learning content of the units of work access the NSW DoE website

<http://tinyurl.com/29wez5m>.

MATHEMATICS

During Term 4 students will learn about:

- Unit 16: There are many different situations where addition, subtraction, multiplication and division can be used This two-week unit develops student knowledge, understanding and skills of combining, separating, comparing and forming groups with quantities.
- Unit 17: What needs to be measured determines the unit of measurement This two-week unit develops student knowledge, understanding and skills in determining what needs to be measured and the unit of measurement needed.
- Unit 18: Data is collected to solve problems This two-week unit develops student knowledge and skills in displaying and interpreting data, as well as connecting familiar events and actions to days of the week.
- Unit 19: Objects can be sorted and classified in different ways This two-week unit develops student knowledge, understanding and skills with 2D shapes, 3D objects, volume, and internal volume (capacity).
- Unit 20: Problems can be solved and represented in different ways This two-week unit develops student knowledge, understanding and skills for solving problems related to number and time concepts

For further information on teaching and learning content and outcomes of the units of work follow the DoE NSW link

<http://tinyurl.com/3tnp3c4z>.

CREATIVE ARTS **About Me** Forms: Drawing, Painting Learning sequence overview: In this unit, students explore their uniqueness and individuality in their making of artworks and recognise that other artists think about the uniqueness of people when they make portraits of them. Students will make self portraits developing their observational skills and considering the qualities and relationships between features and how these are represented in their picture making. Students will also develop some imaginative works as they collectively use their hands as a stimulus for pattern making. **Fireworks** Forms: Drawing, Monoprinting, Sculpture Learning sequence overview: A public display of fireworks such as that viewed in the 2000 New Year celebrations or others that are taking place as celebratory events over 2000–2001 is the stimulus for this unit of work. The enjoyment of watching the fireworks: the colour, noise, lines and patterns — are used as the experience for students' making of imaginative artworks. Students are encouraged to experiment with a range of media using paint, drawing and sculpture in order to respond to this event. This unit provides the opportunity for students to consider that artists make sculptures as well as paintings and that sculptures are viewed differently from paintings.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION **PDH – Communicate and Care**: Learning sequence overview This unit explores emotions, emotional responses to experiences and appropriate strategies to communicate feelings. Students explore different families and identify people who care for them. They learn about the interpersonal skills required to communicate and interact in a caring and respectful way with others and the importance of showing kindness. **PE** lessons focus on developing and consolidating Fundamental Movement Skills (FMS) through explicit teaching of FMS via a variety of contexts such as daily physical activity, dance, gymnastics, movement exploration, games and sport sessions. FMS include: *Locomotor skills such as run, jump, hop, skip, gallop, leap and dodge *Non-locomotor skills such as static balance, bend, sway, twist and turn *Object control skills such as catch, throw and kick.

GEOGRAPHY **People live in places 2 and What are places like** Learning Sequence overview – Students will identify and describe the features of the place they live in. They will record geographical information by representing features of the place they live on a pictorial map.

SCIENCE & TECHNOLOGY **Design Production**: Learning sequence overview – Students will be introduced to the concept that the force of air (or wind) can push and pull objects causing objects to move. Students investigate their surroundings, and familiar objects, and observe how these sources of air cause objects to move in different ways. **STEM Task: Magnificent vehicle**: Learning sequence overview – Students will design a solution to an authentic problem: How can a most magnificent vehicle carry a thank you message to someone special? They will identify the characteristics of different objects including their materials and their movements, explore the effects of these characteristics and investigate how push and pull forces create movement.

School Vision



Quality Education, promoting student growth and success





How we Communicate

REDHEAD PUBLIC SCHOOL COMMUNICATION AGREEMENTS

Contact Us

Phone: (02) 4944 7215

Email: redhead-p.school@det.nsw.edu.au



The best education happens when schools and families work in partnership together using effective communication. At Redhead PS, we promote clear communication channels to best serve our school community.effective communication.

How we communicate with you

School Newsletter

The newsletter is released twice a term and contains important information about school events.

Facebook

School celebrations, successes and reminders are shared publicly via Facebook.

School Bytes

Is our main portal for communication. Communication about events and excursions will be conveyed via this platform. Permission notes and payments are made through the parent portal. Student reports can also be accessed via School Bytes.

Phone call

Teachers and office staff will call you directly for any prompt communication that needs to be shared in a timely manner.

How you can communicate with us

School Email

Email the school with any questions or concerns with Att: teachers name, so it can be forwarded on. Please refrain from emailing teachers directly.

Phone call

For urgent or pressing matters, please call the office directly to assist you with your situation.

School Bytes App

Please download this app to your device and allow for notifications.

Interview / meeting

Formal parent/teacher interviews are held annually. However, a parent can request to speak with a teacher anytime throughout the year by phoning or emailing to organise a suitable time.

Communication Etiquette is a given at RPS as we respectfully continue to engage with each other



Uniform Expectations



Uniform Code for Students

Redhead Public School

High Expectations

Girls Summer Uniform

Option 1

- school navy skirts or school navy shorts
- school polo
- black shoes
- white socks
- school bucket or wide brimmed hat
- school jacket (on cold days)

Option 2

- Summer tunic
- black shoes
- white socks
- school bucket or wide brimmed hat
- school jacket (on cold days)

Boys Summer Uniform

- school navy shorts
- school polo
- black shoes
- white socks
- school bucket or wide brimmed hat
- school jacket (on cold days)



Girls Winter Uniform

Option 1

- school track pants
- school jacket
- school polo
- black shoes
- white socks
- school bucket or wide brimmed hat
- navy scarf (optional)

Option 2

- summer tunic
- navy stockings
- school jacket
- black shoes
- white socks
- school bucket or wide brimmed hat
- navy scarf (optional)

Boys Winter Uniform

- school navy track pants
- school polo
- school jacket
- black shoes
- white socks
- school bucket or wide brimmed hat
- navy scarf (optional)



Sports Uniform

Only to be worn on sports day and sporting events

Girls

- school navy skirts or school navy shorts
- school sport polo
- white sport shoes
- white socks
- school bucket or wide brimmed hat
- school jacket (on cold days)
- school navy track pants (on cold days)

Boys

- school navy shorts
- school sport polo
- white sport shoes
- white socks
- school bucket or wide brimmed hat
- school jacket (on cold days)
- school navy track pants (on cold days)

Award System



Redhead Public School

Student Awards

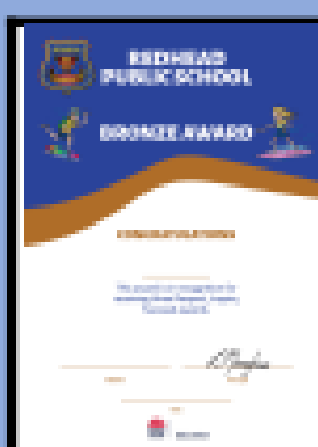


Respect, Inspire, Succeed Awards

A teacher sees a student following our school high expectations.

Awards given at fortnightly assemblies.

After receiving 3 Respect, Inspire, Succeed Awards



Bronze Award

Presented at our Termly Respect, Inspire, Succeed Assembly

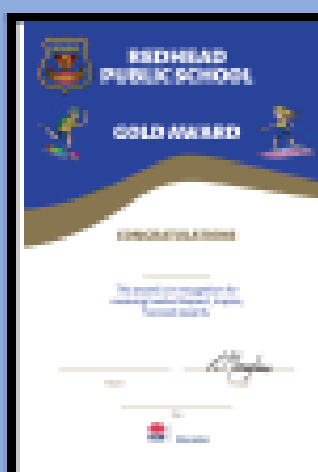
After receiving 7 Respect, Inspire, Succeed Awards



Silver Award

Presented at our Termly Respect, Inspire, Succeed Assembly

After receiving 12 Respect, Inspire, Succeed Awards



Gold Award

Presented at our Termly Respect, Inspire, Succeed Assembly

Attendance



Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier, and your child will build and maintain friendships with other children. Children are required by law to attend school each day the school is open.

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence.

Class rolls are marked daily, first thing in the morning. If your child is marked absent an SMS is sent. Please reply to the SMS with a clear explanation of the absence.

Late arrivals and early departures are registered as a partial absence. Students arriving late need to be accompanied by a parent/carer, report to the office and obtain a slip that is then handed to the class teacher. Parents/carers of students who need to leave early are to report to the office and their child will be called to the office to meet their parent/carer.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens, the principal will discuss their decision with you and the reasons why. Principals may request medical certificates or other documentation when frequent or long-term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

<https://policies.education.nsw.gov.au/policy-library/policies/school-attendance-policy>

In the best interests of the school, we request parents/carers to keep sick and recuperating children at home until they are well enough to be able to participate in the normal lessons.

You can keep a track of your child's attendance on the School Bytes parent app.

