

REDHEAD PUBLIC SCHOOL



Stage 1

Information Booklet



Welcome to Stage 1



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



Mrs Ashleigh Brown
Stage 1 teacher



Mrs Nicole Lapornik
Stage 1 teacher



Mr Eric Thorsby
Stage 1 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 Practises
- 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.

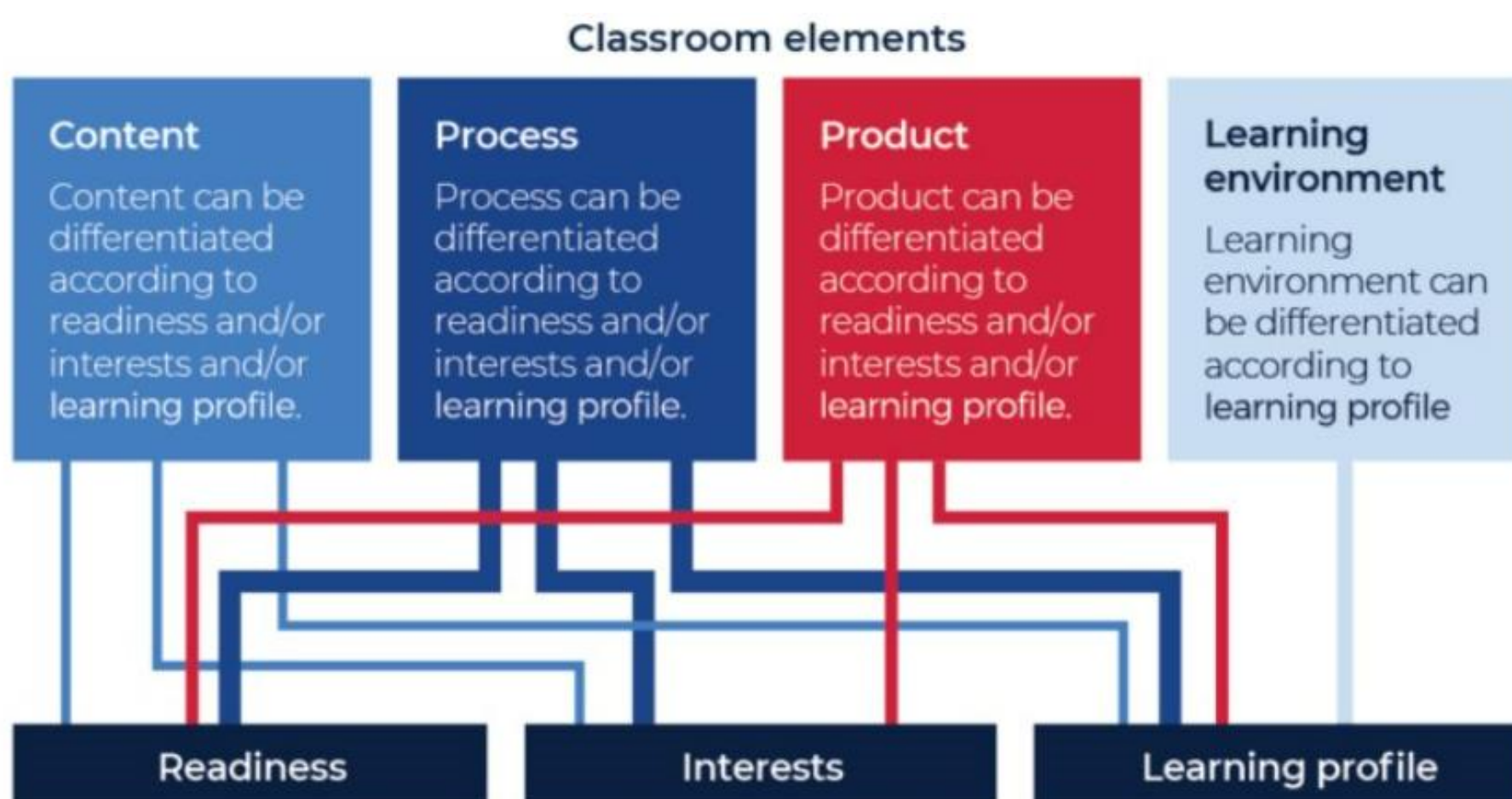
Key Learning Area's (KLAs)

Key Learning Area's (KLA's) 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 KLA's 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.

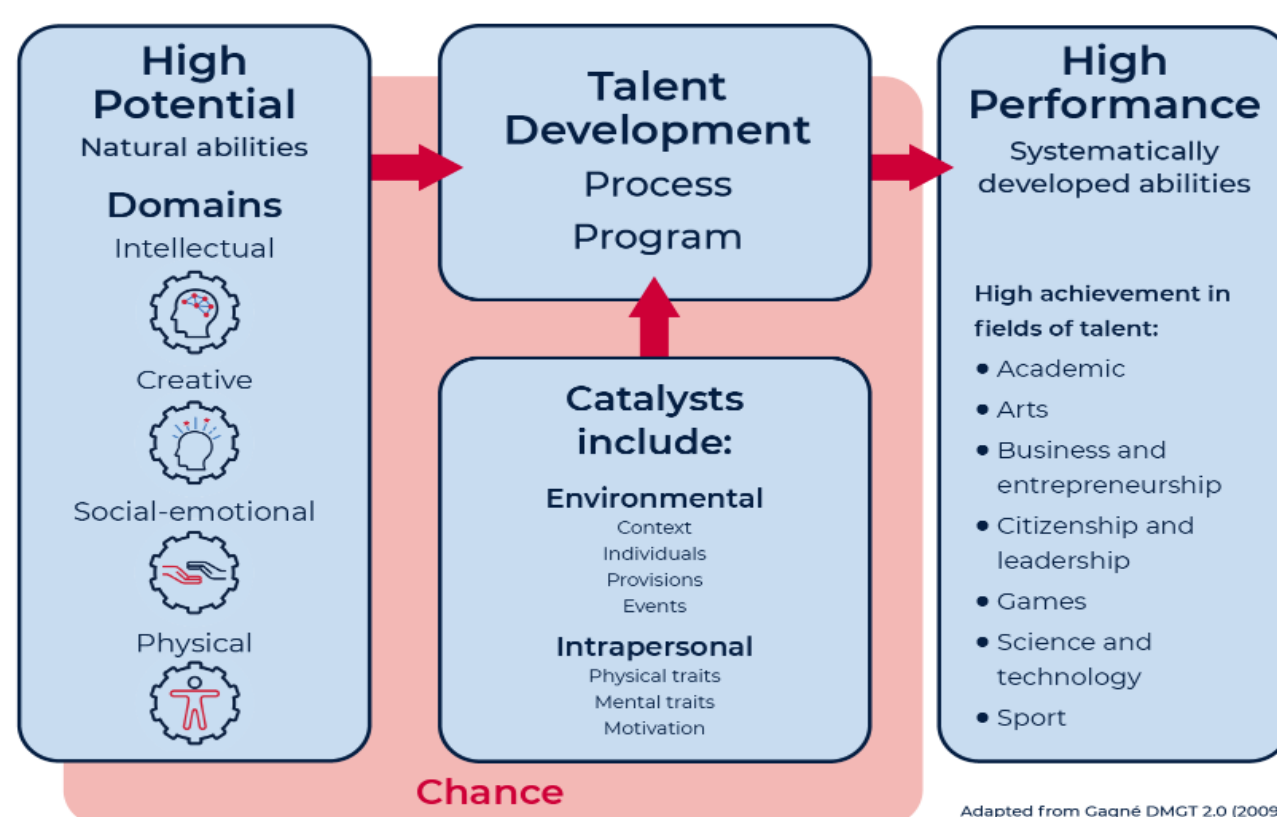
Differentiation refers to the responses that teachers make towards learners need through intentional planning as well as in situ. Elements of differentiation in the classroom may be present through....



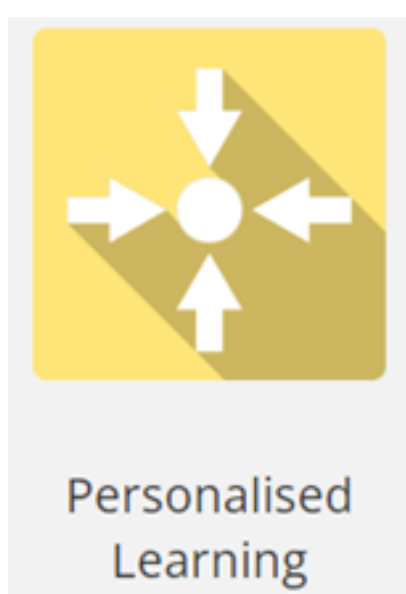
Teaching & Learning Curriculum



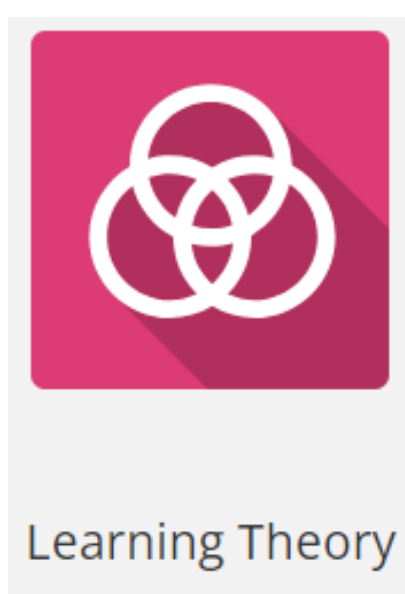
High Potential and Gifted Education (HPGE) refers to the NSW Department of Education's Gifted Education Policy which provides a framework for developing the talent of high potential and gifted students (HPGs). The policy provides advice to implement effective learning and teaching practices across the 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.



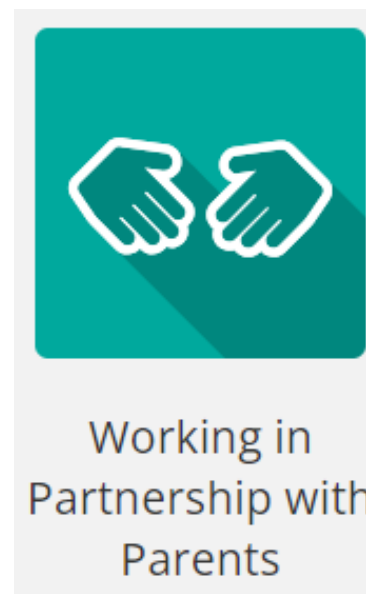
Learning Support refers to the personalised learning provided to students who require adjustments (curriculum, instructional and/or environmental) to satisfactorily meet stage based syllabus outcomes. LS is enacted through differentiated classroom teaching practice as well as targeted, systematic intervention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



Personalised
Learning



Learning Theory



Working in
Partnership with
Parents

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 attendance 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



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 School Bytes which 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

Equipment: The school resource pack includes all the books and online subscriptions to assist student's learning. A **payment of \$35** is required to assist in funding these resources. Student additional classroom equipment they 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						😊	😊

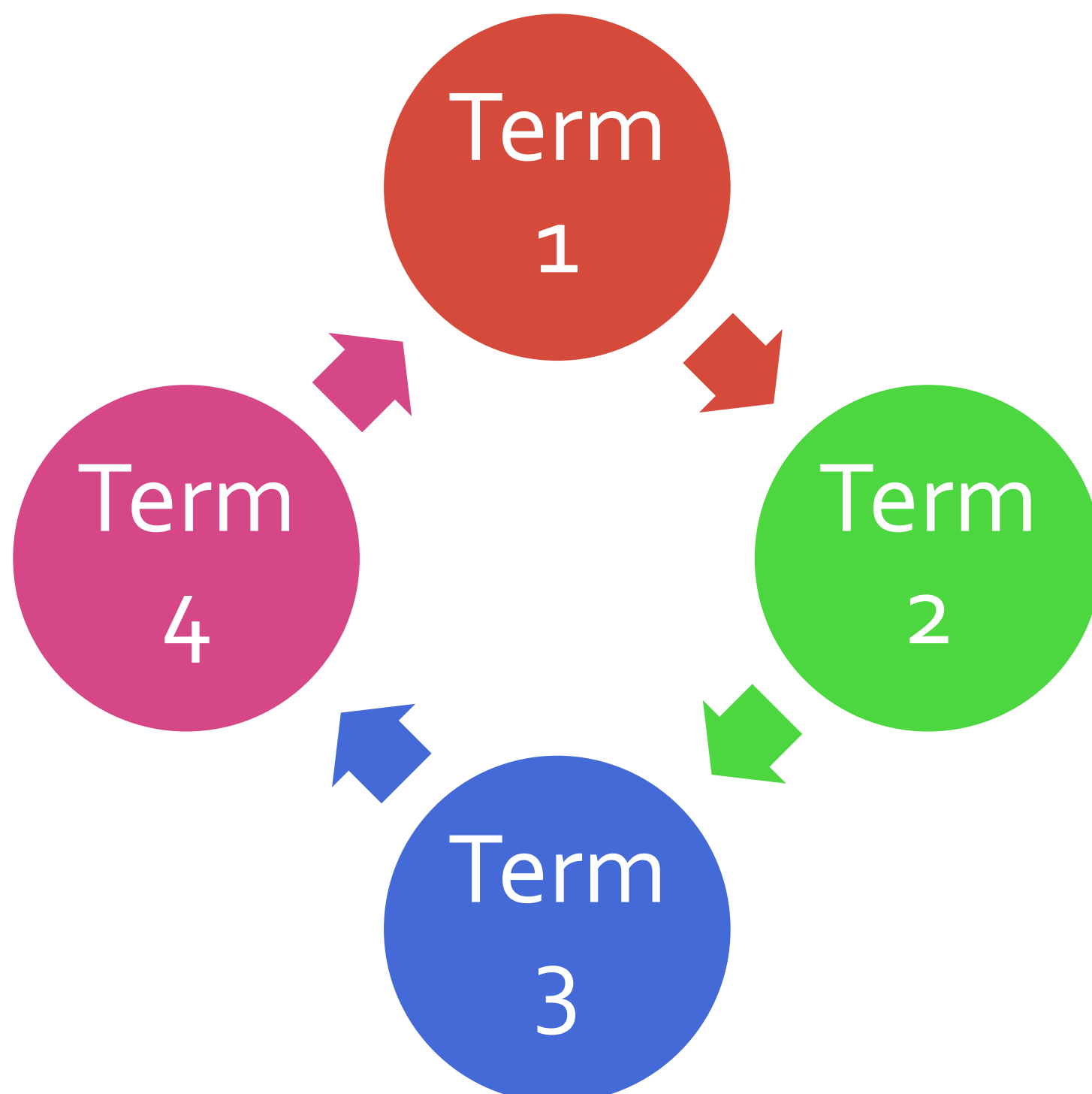
Excursions and extra activities: Educational activities are an important part of the school program and are selected to broaden students' understanding of classroom studies. Throughout the year, students will have opportunities to attend excursions and events linked to their educational needs. More information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

Stage 1s main excursion is to Australian Reptile Park in Term 3 on Thursday 29th 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 text Children of Gununa, Lester A and Honey E (2016) *Our Island*
- Unit 2 Textual concept is 'Narrative' supported through the text Allen P (2019) *A Bag and a Bird*
- Unit 3 Textual concept is 'Representation' supported through the text Carle E (2021) *Eric Carle's Book of Amazing Animals*
- Unit 4 Textual concept is 'Imagery, symbol and connotation' supported through the text Krouse Rosenthal A and Magoon S (2009) *Spoon*
- Unit 5 Textual concept is 'Perspective & Argument' supported through the text Willems M (2005) *Don't Let the Pigeon Drive the Bus!*

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

<http://tinyurl.com/z9wez5m>.

MATHEMATICS

During Term 1 students will learn about:

- Unit 1: Collections of ten are really useful This two-week unit develops student knowledge, understanding, and skills of place value, and how attributes can be used to sort objects.
- Unit 2: Patterns have something that repeats over and over and over again This two-week unit provides opportunity to further develop students' knowledge, skills, and understanding of patterns.
- Unit 3: What needs to be measured determines the unit of measurement This two-week unit introduces students to measurement using uniform informal units.
- Unit 4: Smaller numbers can be found hiding in bigger numbers This two-week unit provides opportunities to further develop student knowledge, understanding, and skills of combinations of numbers that add up to a given number.
- 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 in the attributes and features of two-dimensional shapes.

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 in visual arts, dance and drama. **How does character help us to learn more about art and music** Learning sequence overview: A focus is placed on the concept of character to help students analyse musical concepts as presented in nursery rhymes. Emphasis is placed on how character is reinforced in musical concepts beyond just an exploration of the lyrics. In visual artworks character in the form of figurative painting is explored and fictitious super-heroes form the basis of this exploration. **Connotation, imagery and symbol in the arts** Learning sequence overview: Students explore the symbolic role of images in communicating understandings about Australian and global environments and cultures. They investigate selected visual artworks and musical compositions to examine the imagery and hidden meanings within. Students will then identify and interpret these hidden meanings across the creative arts, particularly through connecting music and visual arts.

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 focused on developing and consolidating the Fundamental Movement Skills (FMS) through explicit teaching of FMS through 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 **Past and Present family life & The past in the present 1** Learning Sequence overview – students explore differences in family structures and roles today, and how these have changed or remained the same over time. They will explore, recognise and appreciate the history of their local area by examining aspects of the past considering what they tell us. This learning sequence comprises two inquiries – our school history and the local school in the past and present.

SCIENCE & TECHNOLOGY **Earth and Space:** Learning sequence overview – Students are introduced to regular atmospheric and astronomical events and their effect on the Earth. They will identify patterns in the Sun and Moon's positions and appearance in the sky and identify seasonal changes in our daily lives and how they affect living things.

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 'Representation' supported through the text Dubosarsky U (2021) *The March of the Ants*
- Unit 7 Textual concept is 'Context' supported through the texts Matthews P (2002) *A Year on Our Farm*, and Godwin J (2010) *All Through the Year*, Website: Penny Matthews '[Welcome to my website!](#)' and Video: [ABC Kids 'Our Farm'](#)
- Unit 8 Textual concept is 'Narrative' supported through the texts Agee J (2019) *The Wall in the Middle of the Book*, and Hutchins P (2009) *Rosie's Walk*
- Unit 9 Textual concept is 'Character' supported through the text King SM (2019) *Three*
- Unit 10 Textual concept is 'Imagery, symbol and connotation' supported through the texts Gleeson L (2006) *Amy & Louis* and Walker A (2015) *Mr Huff*

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

MATHEMATICS

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

During Term 2 students will learn about:

- Unit 6: Equal means equivalent This two-week unit develops student knowledge, understanding and skills of equality.
- Unit 7: Data helps describe and wonder about the world This two-week unit provides opportunities for students to develop their understanding of communicating data through visual displays.
- Unit 8: What needs to be measured determines the unit of measurement This two-week unit develops student knowledge, understanding and skills of the attributes of length as well as the concept of partial measures.
- Unit 9: Collections of objects can be changed by adding more (combining) or taking some away (separating) This two-week unit develops student knowledge, understanding, and skills of combining and separating quantities.
- Unit 10: Sometimes things move and change location This two-week unit develops student knowledge, understanding and skills of position and chance.

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 in visual arts, dance and drama. **How does character help us to learn more about art and music** Learning sequence overview: A focus is placed on the concept of character to help students analyse musical concepts as presented in nursery rhymes. Emphasis is placed on how character is reinforced in musical concepts beyond just an exploration of the lyrics. In visual artworks character in the form of figurative painting is explored and fictitious super-heroes form the basis of this exploration. **Connotation, imagery and symbol in the arts** Learning sequence overview: Students explore the symbolic role of images in communicating understandings about Australian and global environments and cultures. They investigate selected visual artworks and musical compositions to examine the imagery and hidden meanings within. Students will then identify and interpret these hidden meanings across the creative arts, particularly through connecting music and visual arts.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Our Term 2 Personal Development & Health program focuses on Child Protection and Respectful Relationships education. Through this unit, students will practise a range of protective strategies for responding to various situations. They will build their understanding of connection and belonging by identifying groups they belong to and recognising behaviours which include and exclude others. Students will develop and apply interpersonal and self management skills to build relationships, demonstrate cooperation and communicate respectfully in the class and small groups. 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. Students will participate in weekly PE lessons focusing on developing and consolidating the Fundamental Movement Skills (FMS) through explicit teaching of FMS through 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 **Features of Places** Learning Sequence overview – students examine interconnections between features, users and organisation of spaces. They will explore places across a range of scales within Australia and Australia's location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally.

SCIENCE & TECHNOLOGY **Living World:** Learning sequence overview – Students focus on the observable features of living things and their environment. Students follow and represent sequences of steps and decisions (algorithms) to solve problems.

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 'Perspective & Argument' supported through the texts Hoose P and Hoose H (1998) *Hey, Little Ant* and Video: Bee Heroes: Meet the European Honey Bee (2:26)
- Unit 12 Textual concept is 'Representation' supported through the text Blabey A (2009) *Pearl Barley and Charlie Parsley*
- Unit 13 Textual concept is 'Context' supported through the text Cummings P (2022) *Boy*
- Unit 14 Textual concept is 'Narrative' supported through the text Godwin J (2019) *Tilly*
- Unit 15 Textual concept is 'Character' supported through the text Andreae G (2014) *Giraffes Can't Dance*

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 further develops students' knowledge, understanding and skills of place value and number representation.
- Unit 12: Patterns have something that repeats over and over and over again This two-week unit develops student knowledge, understanding and skills in patterning.
- Unit 13: Making and using equal groups This two-week unit introduces students to making and using equal groups.
- Unit 14: What needs to be measured determines the unit of measure This two-week unit introduces students to measurement using uniform informal units.
- Unit 15: A fraction (like one half) can mean half of a measure or half of a collection This two-week unit develops students' knowledge, understanding and skills of division and fractions as part measures of a whole length.

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 **Where the Forest Meets the Sea** Musical Concepts: Duration, Tone Colour, Pitch and Dynamics Learning sequence overview -This unit has been developed thematically with the book *Where the Forest Meets the Sea*. The focus of these activities is on children's composition and performance using appropriate tone colours and dynamic control for expressive purposes. The second part of the unit sees the song Noongar in the Bush. This allows students to explore rhythmic elements of words, dynamics and tone colour to represent various objects and actions. The unit assumes that children are comfortable with the use of classroom instruments and organising sound activities. **When I Get Mad I Beat My Drum** Musical Concepts: Duration, Tone Colour and structure Learning sequence overview: This unit provides a sequence of learning based on the chant 'When I Get Mad I Beat My Drum'. It uses repertoire as a vehicle for exploring the rhythmic nature of words through speech and developing the students' feeling for beat through their ability to chant and play rhythmically. It also provides opportunities for innovation on text.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) **PDH – Drug Education 'Medicines and Me':** Learning sequence overview Students will learn about the purpose of medication, administration of medication and safe use of medication. They will identify and name people they can go to for help and understand the roles of family members. **PE** lesson will focus on developing and consolidating the 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 **The Past in the Present 2** Learning Sequence overview – Students investigate how technology has changed in their home and community and the impacts of changing technology. They discuss the similarities and differences of technology from the past and sequence them over time. Students explore the way technology has changed the way the communicate. They use a range of communication forms to explain the impact of changing technology on people's lives.

SCIENCE & TECHNOLOGY **Material World** Learning sequence overview – Students investigate how properties of materials determine their use. Students identify a range of natural materials used by Aboriginal and Torres Strait Islander People's for a specific cultural purpose. There is an optional 'maker hour' for students to produce, implement, test and evaluate a shelter built, from natural materials, for their favourite toy.

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 'Perspective & Argument' supported through the texts Lord M (2020) *The Mess That We Made* and Godwin N (2020) *Jelly-Boy*
- Unit 17 Textual concept is 'Narrative' supported through the texts Jeffers O (2005) *How to Catch a Star* and Jeffers O (2014) *Up and Down*
- Unit 18 Textual concept is 'Context' supported through the texts Cheng C (2022) *The Imagineer* and Spires A (2013) *The Most Magnificent Thing*,
- Unit 19 Textual concept is 'Representation' supported through the texts Dunstan K (2009) *Collecting Colour*, and Lo R (2020) *Chinese New Year Colors*
- Unit 20 Textual concept is 'Imagery, symbol and connotation' supported through the texts Magerl C (2019) *Nop*, and Waddell M (1995) *Farmer Duck*

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 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 provides students with opportunities to explore different situations where they can use addition, subtraction, multiplication, and division.
- Unit 17: What needs to be measured determines the unit of measurement This two-week unit introduces students to formal units of measurement and further develops student knowledge, understanding and skills of uniform informal units of measurement.
- Unit 18: Data is collected to solve problems This two-week unit develops student knowledge, understanding and skills of data.
- Unit 19: Objects can be sorted and classified in different ways This two-week unit develops student knowledge, understanding and skills with two-dimensional (2D) shapes, three-dimensional (3D) objects and volume.
- Unit 20: Problems can be solved and represented in different ways This two-week unit develops student knowledge, understanding and skills that problems can be solved and represented 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 Fish and Sea Creatures Forms: Drawing, Painting, Printmaking Learning Sequence overview:

This unit provides a sequence of learning opportunities which are designed to heighten students' awareness of the sea and its remarkable inhabitants. Students explore, observe, investigate, imagine, and experiment in their own artmaking. They respond to the artworks of other artists who have explored similar subject matter in their explorations of the world, and think about the reasons the artists may have made these artworks. **The Vase of Flowers** Forms: Drawing, Printmaking, Collage Learning sequence overview: Students investigate the unique qualities and details of a vase of flowers as a still life arrangement in this unit as the initial investigations for their artmaking in drawing, printmaking and collage. By considering this arrangement students develop understandings of the importance of balance, harmony and contrast in shapes and colours and how these concepts can be used in the making of artworks. The unit also offers opportunities for students to look at, in some detail, artworks made by artists such as Vincent Van Gogh and Margaret Preston who interpreted similar kinds of subject matter in their artworks.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION PDH – Looking after yourself: Learning sequence overview At a time when students are becoming more self and socially aware, they explore how they should act in different environments and how to be responsible for their own and others' health, safety and wellbeing. In this unit, students develop a stronger understanding of how to make positive decisions and the impact these have on themselves and others; including decisions about their hygiene, rest and play. Students practice how to seek help and participate in a variety of activities that promote healthy and safe lifestyles.. **PE** lessons focus on developing and consolidating the Fundamental Movement Skills (FMS) through explicit teaching of FMS through 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 Features of Places 2 Learning Sequence overview – Students explore across a range of scales within Australia and Australia's location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples have with places, both locally and globally. Students will identify and describe the natural and human features of a familiar local place and describe the activities located there. They will represent features of places and identify where activities are located on a pictorial map.

SCIENCE & TECHNOLOGY Design Production: Learning sequence overview – Students complete a design and production investigative task to demonstrate their understanding of how light and movement energies can be used to create change for specific purposes in a product. **STEM Task: How can we invent an outside game that can be played in both the winter and summer seasons?:** Learning sequence overview –Students are introduced to regular atmospheric and astronomical events and their effect on the Earth. Students identify how properties of materials determine their use. **Mathematics:** Students describe the environmental characteristics of each season **PD/H/PE:** Students describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong. Students also create and participate in games with and without equipment and invent games with rules using one or two pieces of equipment.

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 skorts 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 skorts 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

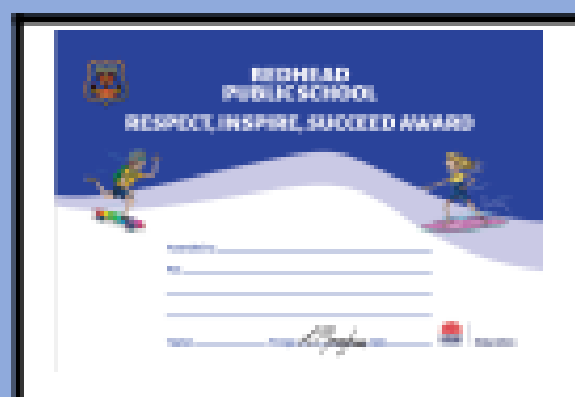
- school navy shorts
- school sport polo
- white sport shoes
- white socks
- school bucket or wide brimmed hat
- school jacket (on cold days)
- school navy track pants (on cold days)

Award System



Redhead Public School

Student Awards

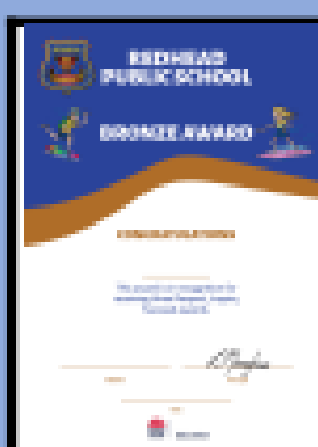


Respect, Inspire, Succeed Awards

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

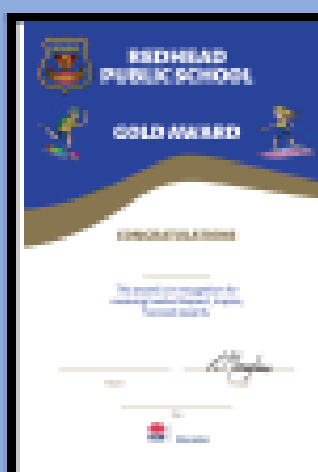
After receiving 7 Respect, Inspire, Succeed Awards



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.

