Year One Parent Information Evening 2026

"Childhood is not a race to see how quickly a child can read, write and count. Childhood is a small window of time to learn and develop at the pace that is right for each individual"

Unknown

Introduction to Year One

- 1B
- Miss Sabrina Bailey
- Mrs Sue Bianchini
- 1W
- Mrs Debbie Cannell
- Miss Joh Hodgson (Friday)
- Miss Sarah Savill

A typical day in Year One

8:15 Doors open. Children complete morning routines, for example, put chairs out, oral reading if it is their turn.

8:15-9:15 (Tuesday-Thursday) Independent Learning

Monday and Friday there will be no independent learning

9:15-10:20 Mathematics

Children participate in explicit teaching of mathematics concepts. Children also participate in small group mathemattics rotations to practise skills targeted at their level

10:20 Recess

10:40-12:20 Children participate in explicit teaching of Literacy, including reading and writing skills. Children also participate in small group literacy rotations to practise skills targeted at their level.

Literacy time will be comprised of InitiaLit lessons, Talk For Writing, Handwriting and Storybook lessons which will be focussed on building vocabulary and developing comprehension skills.

12:20 -1:00 Lunch

1:00-1:20 Quiet Reading

1:20-35 Religion

1:35-2:45 HASS/Technologies/Art/Liturgical Singing and Assembly (Friday)

Clean up/Music and Movement/Story

Special days in Year One

MONDAY

Physical Education (Mr Luke Dobson)

Library (Mrs Annie Gerhardy)

WEDNESDAY

Science (Miss Joh Hodgson)

AUSLAN (Mrs Annie Gerhardy)

THURSDAY

The Arts (Term One Music, Term Two Dance, Term 3-4 Music) (Mrs Christina Vinci)

Class sport (Term One)

Uniform Expectation

Tuesday, Wednesday and Friday

School summer uniform

Monday

School sports uniform, faction shirt

Thursday

School sports uniform, blue shirt

https://shthorn.wa.edu.au/pdf/parenthandbook.pdf

Religion

Term One

The Church

During this unit of work we will learn that as people grow they discover they are learning more and more. They realise that this is also true for others. People discover that they have special gifts to help them learn.

Lent Easter

This unit will focus on the importance of making friends, forming relationships, keeping friends and making new ones are all important in life. Having good friends can help people avoid loneliness and develop socially. When people have friends they feel valued.

Retell the Easter story and the different ways that Christians celebrate Easter.

Independent learning

Tuesday-Thursday

- Students have free choice of hands-on activities that involve fine motor skills, literacy, art, and maths.
- During hands-on investigation activities, children have many chances to talk with their friends, share ideas and listen to others. They are encouraged to make their own choices and explore open-ended activities where there is no single right answer. As they play, build and investigate, children solve problems, try different ideas and learn through their own discoveries. Many activities allow students to work completely independently, building confidence and responsibility for their learning. These sessions also give children the opportunity to mix with students from both classes in a relaxed and supportive environment, helping them feel comfortable, included and connected.

Literacy

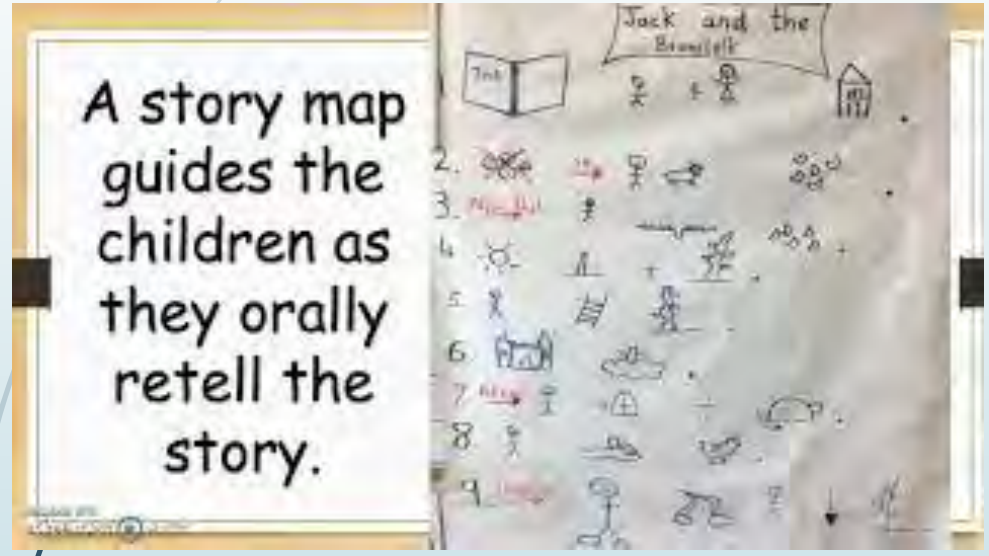
Using two programs

Initialit-spelling and Talk for Writing

INITIALIT

- InitiaLit addresses reading and writing by:
- actively teaching the relationships between sounds and letters
- building vocabulary and comprehension skills through quality children's literature
- providing practice and consolidation of skills through reading, handwriting, spelling and writing activities.

Literacy



TALK FOR WRITING

Communicating ideas for a purpose (to entertain, persuade, inform, instruct).

As a school we are continuing to use Talk 4 Writing.

Talk 4 Writing allows the children to build a bank of well known texts, and the structure of these texts, so that they can then use this knowledge to help guide them to write their own texts using the correct structure for the different text types.

In Year One this will involve the children learning a text, as well as actions to go with the text. Children learn to imitate orally the language they need for a particular text. Once this text is embedded, children use this text to make substitutions to tell and role play and write their own stories. As children become more confident they can change more of the original text.

Literacy

SPEAKING AND LISTENING

- Whole Body Listening/Listening courtesies
- Sharing creations, stories

Mathematics
Explicit teaching followed by hands on activities

- In Year 1, developing their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.
- recognise patterns in their environment
- demonstrate that numbers can be represented, partitioned, and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits
- use physical or virtual materials and diagrams when modelling practical problems recognise existing patterns, employ different strategies
- explain ways of making direct and indirect comparisons and begin to use uniform, informal units to measure
- use spatial features to classify shapes and objects
- use simple surveys to collect and sort data

Humanities

In HASS students

- describe how spaces are used in their local community
- categorise the natural, managed and constructed features of places
- describe how the features of places can be cared for and changed over time
- describe the weather and seasons for selected places
- describe how families have changed or remained the same over time
- consider the personal significance of events in the present, past and future

Art

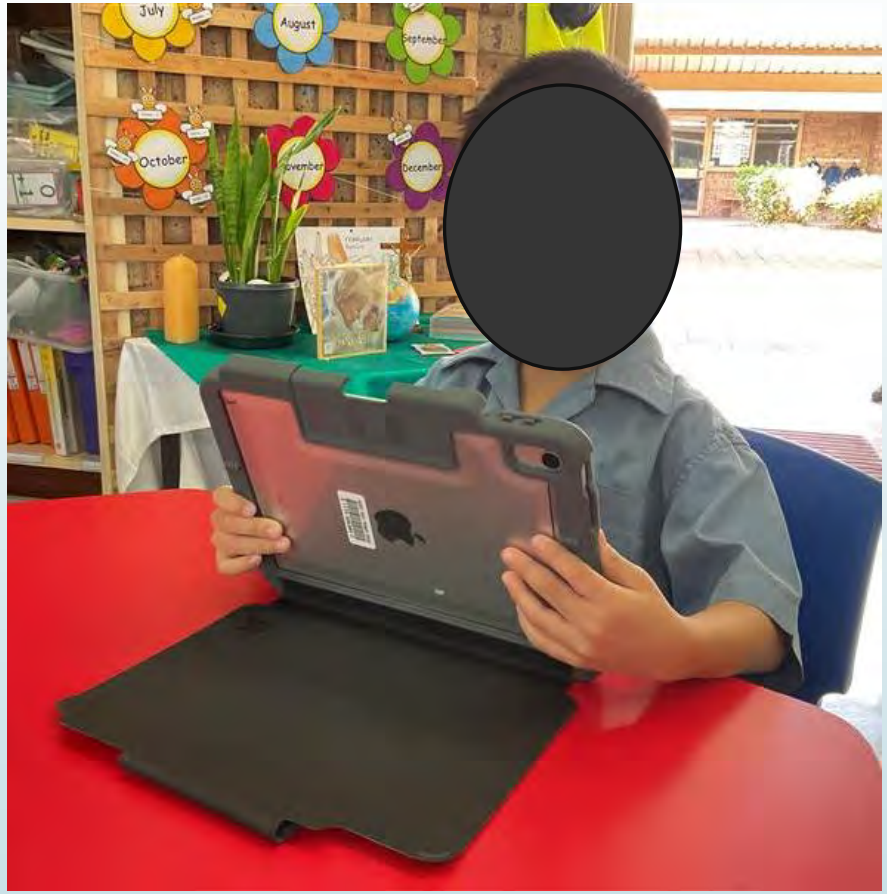
Visual Arts can involve students:

- exploring artworks, artists' practice and arts experiences
- exploring different visual arts processes and materials through structured play, experimentation, imagination and inquiry
- creating artworks that are planned and/or created intuitively and expressively
- Sharing their artworks and experiences.

Digital Technologies

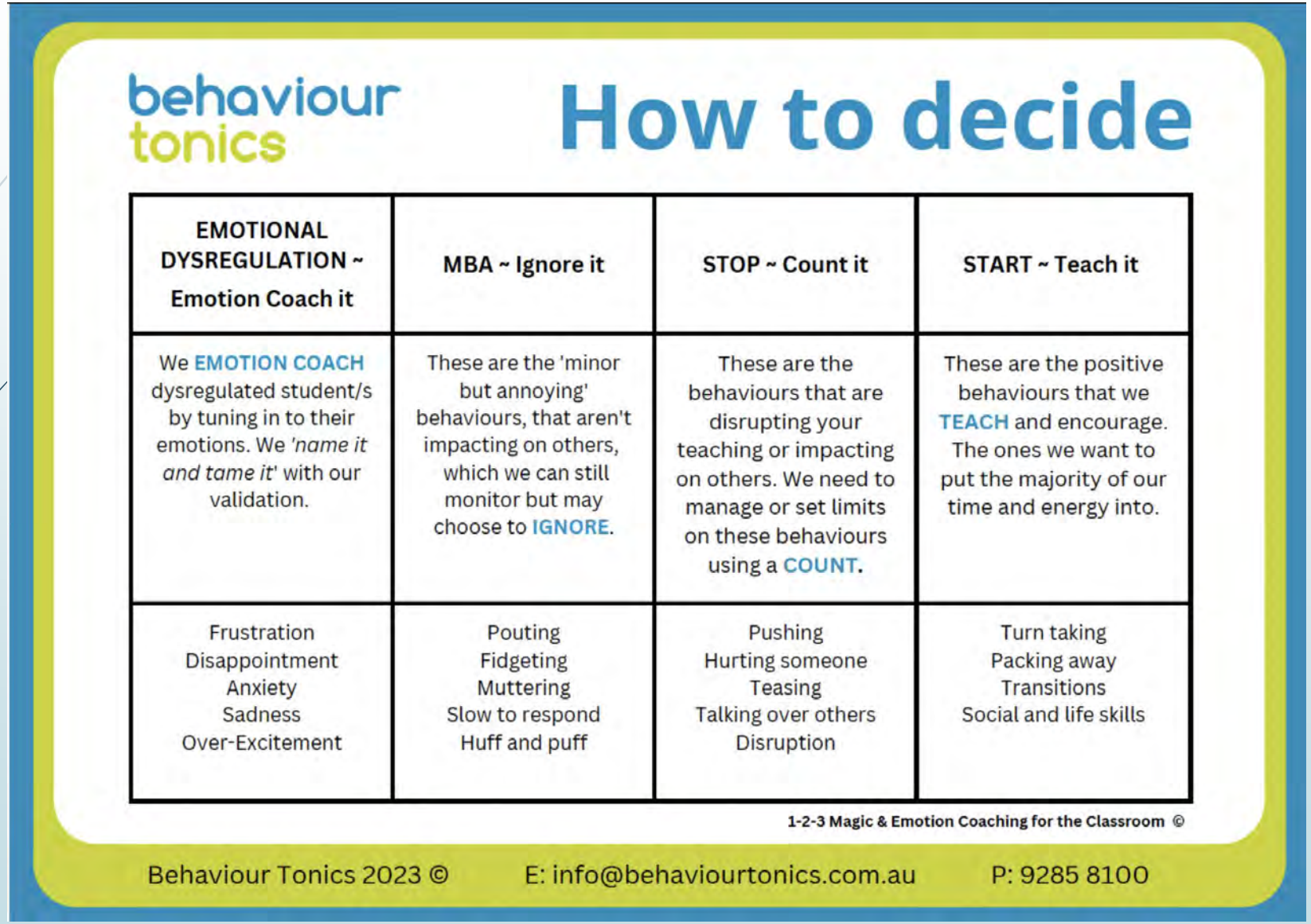
Students:

- identify specific features of digital systems (hardware and software) and where they are used in everyday life represent data using pictures, symbols and diagrams
- follow strategies to stay safe online while they select and use a variety of digital tools to present information in an online environment



Behaviour management plan

Behaviour management plan



behaviour tonics

How to decide

EMOTIONAL DYSREGULATION ~ Emotion Coach it	MBA ~ Ignore it	STOP ~ Count it	START ~ Teach it
We EMOTION COACH dysregulated student/s by tuning in to their emotions. We *'name it and tame it'* with our validation.	These are the 'minor but annoying' behaviours, that aren't impacting on others, which we can still monitor but may choose to IGNORE.	These are the behaviours that are disrupting your teaching or impacting on others. We need to manage or set limits on these behaviours using a COUNT.	These are the positive behaviours that we TEACH and encourage. The ones we want to put the majority of our time and energy into.
Frustration Disappointment Anxiety Sadness Over-Excitement	Pouting Fidgeting Muttering Slow to respond Huff and puff	Pushing Hurting someone Teasing Talking over others Disruption	Turn taking Packing away Transitions Social and life skills

1-2-3 Magic & Emotion Coaching for the Classroom ©

Behaviour Tonics 2023 © E: info@behaviourtonics.com.au P: 9285 8100

Behaviour management plan

How we will help you...

When we see or hear people hurting others, being rude, or not doing as asked, this is what will happen....

The first time we see you doing a stop behaviour, we will say "that's 1". That is your first chance to stop and make a good choice. If you stop, nothing else happens.

If you don't stop, we will say "that's 2". This is your second chance to stop. If you stop and make a good choice, nothing else happens.

If you still don't stop, then we will say "that's 3". At '3' you will need to go and 'reset'. After RESET it is time to make a fresh start.

Behaviour management plan

Reset

When our emotion or behaviour is too hard for us to manage we need to take a short break.

Taking a break can help us feel calmer and then we can make a fresh start and move on.

Our brain can glitch just like our devices and once in a while we need to press reset to get it working smoothly again.

Code of Conduct Link: https://shthorn.wa.edu.au/pdf/policies_codeofconduct.pdf

Procedures

- **Homework** will be sent home Monday to Thursday. It will consist of reading and for some student's sight word practice
- **Assembly:** Virtual Assemblies will be held on Friday. You will be notified beforehand if your child will receive an honour certificate and details to virtually attend will be sent to you via Seesaw.
- **Parent Open Morning:** One day each week we will have an open classroom. In Term One the open day is Thursday. We will try to change the day each term to allow all parents the opportunity to visit their child's classroom.
- **Sunscreen:** Please apply sunscreen prior to your child coming to school. We will provide sunscreen at school for your child to apply before recess to comply with our school sun smart policy.
- **Afternoon Tea:** We would like to invite all parents to come and join us for a cup of coffee/tea and in informal getting to know you catch up afternoon tea. This will happen this Wednesday, week two between 2:15pm-2:45pm.
- **Crunch & Sip:** Small container, clearly labelled.

WHAT YOU CAN DO AT HOME

- Read to your child.
- Encourage your child to draw, write and tell stories.
- Encourage your child to use trial and error to learn and complete tasks. Be patient and let them have a go.
- Practise using numbers and counting with your child while doing everyday tasks
- Encourage your child to observe things in nature and to ask questions.

Medical Information

- Sacred Heart is a Nut Aware school (Please be mindful when packing lunches.)
- Please ensure ALL medical information has been updated with the office.

Seesaw

- Please ensure that you signed your Seesaw permission form so that you can see the amazing work your child is doing in class.
- Information and reminders from teachers will often be communicated through Seesaw.
- As the year progresses, children will be given the responsibility of posting some of their own work.

Absentees/Communication

- Please DO NOT send your child to school if they are sick.
- If your child is absent, please complete the online form. You must also fill out an absentee form as soon as they return to school.
- Parent interviews are scheduled for Term Two. We are happy to meet in Term One if you feel the need.
- The best way to communicate with your child's teacher is via email or Seesaw, from there we can arrange a meeting if necessary. Please allow a few days for us to reply to your messages.
- Emails
  - sabrina.bailey@cewa.edu.au
  - deborah.cannel@cewa.edu.au
  - joanne.hodgson@cewa.edu.au