

Specialist Programs

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Randwick Public
School

2020

Music Program

Teacher: Michael Brown



This year's program addresses various aspects of the Creative Arts curriculum. Across the school children will be encouraged to sing with joy, to listen to the sounds they produce through voice, percussion and in Year 2 and 3 through recorder playing, and to listen to music performed on recordings and live.

Kindergarten

Children will have weekly music sessions where songs and rhymes relevant to the class units of work will be learnt. We begin with known songs and nursery rhymes and progress to the School Song and verse 1 of the National Anthem. We sometimes add new words to a known song to turn it into "our special song". New songs will include repetition songs about parts of the body, different senses, number formation and phonics. Students will create their own movements to music and will progress to performing with percussion instruments towards the end of the year.

Year 1 students will move to music and extend their singing skills. They will also listen to music and discuss concepts such as instrumentation, tone colour, pitch and form of the music, as well as their feelings about the pieces, and reasons for those feelings. In Year 1 we also start looking more in-depth to the theory surrounding the music we've learnt. This helps us prepare for learning the recorder in Year 2.

Year 2 students will also begin to play the recorder. All children will have a *CoolCats* recorder book including a practice CD, and a recorder provided as part of their textbook allocation. It is very helpful for the children to have matching recorders; the pitch is consistent and the light colour makes it much easier for me to see whether finger holes are covered. It is really important that children have a practice at home several times a week and that they remember to bring their recorders and books to school on the correct day.

If lost, new recorders are on sale at the Office.

Year 3 students continue to learn recorder at allocated times in the weekly program, moving through *CoolCats* book 2. This book requires a higher practical and theoretical level of both pitch and rhythm.

Choir & recorder groups: Randwick musical groups have been selected to take part in the *Primary Proms Concert* held at Sydney Town Hall. In addition, students have also been selected for the Recorder Group to perform at the *Festival of Instrumental Music* at the Opera House. These children have engaged with a variety of repertoires in both beginner and more advanced groups. They meet regularly at lunchtimes for tutoring. NB: There are available positions for students who are interested in joining our 'famous' choirs and recorder groups.

Our **Senior Choir (Year 5 and 6)** will meet weekly, learning a variety of repertoire, from popular, gospel and choral genres. The choir will have the opportunity to perform at such events as Harmony Day, White Ribbon Day and end of year events. The Senior Choir is an excellent activity to be a part of to develop students' confidence, music appreciation and musical awareness.

The Post It Notes is an exciting contemporary band, where students are given the opportunity to be part of a small band involving the drums, guitar, bass guitar and keyboards. The repertoire focuses on pop/ radio songs. The Post It Notes are also often accompanied by the choir.

Italian Program 2020

Teacher: Mrs Francesca Fredericks

Buona Sera,

Welcome (benvenuti) to all. The Italian Language Program will be taught in conjunction with other KLA units students are learning in classrooms.

The program aims to:

- develop an awareness and appreciation for another culture
- develop skills of listening, speaking, reading and writing in Italian
- include drama, story-telling, dance songs and cultural activities such as 'Carnevale' and 'La Befana'.

Year 2: 2 hour of Italian culture, language and grammar per week

Textbooks: Year 2 Andiamo In Italia (Book 3)

Stage 2: 2 hours of Italian culture, language and grammar per week

Textbooks: Year 3 Andiamo In Italia (Book 4)

Textbooks: Year 4 Andiamo In Italia (Book 5)

Stage 3: 2 hours of Italian culture, language and grammar per week

Textbooks: Ecco Uno (Activity Book)

Useful Websites:

<http://www.education.vic.gov.au/languagesonline/>

<http://www.languagesonline.org.uk>

<http://www.duolingo.com>

<http://www.euroclubschools.org.uk>

Please arrange an appointment to speak to me should you have any concerns about your child's progress.

I look forward to working with your child this year.

Mille Grazie,

Maestra Fredericks

Chinese Language Program 2020

Teacher: Xia Liu

The Chinese language program at Randwick Public School puts emphasis on students' ability to communicate in Chinese and understand the role of the language and culture.

Students come to learn the language with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in Chinese or in a different language.

The differentiated teaching and learning activities cater for the learning needs of all students, encourage the students to broaden their horizons and to do their best in learning.

A broad view and additional knowledge of the language is immersed in the learning process: e.g. Chinese calligraphy, songs, poems, dramas, festivals and stories.

The program consists of:

Year 2: 2 hour of Chinese culture, language and grammar per week

Textbooks: *Chinese Made Easy for Kids* Textbook 1

Stage 2: 2 hours of Chinese culture, language and grammar per week

Textbooks: *Chinese Made Easy for Kids* Textbook 2

Stage 3: 2 hours of Chinese culture, language and grammar per week

Textbooks: *Chinese Made Easy for Kids* Textbook 3

Additional books for native speakers:

1. 中国小学各年级语文课本 (for Chinese background students)
2. 汉语水平考试练习册 (*HSK Test Workbooks*)

Please arrange an appointment to speak to me should you have any concerns about your child's progress.

I look forward to working with your child this year.

Teacher

Xia Liu

EALD Program (English as an Additional Language or Dialect) also known as ESL (English as a Second Language)

Teacher: Ms Balusi Nunez

Ms Nunez is the EAL/D teacher at Randwick Public School. Her role is to support EAL/D students K-6 and help classroom teachers to cater for EAL/D students.

English is taught to all students with a Language Background Other Than English (LBOTE) who have been identified for assistance via information supplied by parents at the time of enrolment. Students identified as having a LBOTE are assessed in oral language, reading and writing to determine their level of English language acquisition.

Beginning English: Limited literacy background – These students have little or no English. They are learning to speak, listen, read and write in English for the first time.

Beginning English – Some print literacy in first language. - These students have started to learn English and are able to engage in simple classroom tasks.

Emerging English – These students can understand and speak basic English. They are able to engage with and learn the content of the Australian Curriculum.

Developing English – These students can understand, speak, listen, read and write in functional Standard Australian English (SAE).

Consolidating – These students can speak one or more languages/dialects and have a sound knowledge of Standard Australian English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk.

New Arrivals Program

Recently arrived students are withdrawn from the mainstream classroom and taught in small groups as part of the New Arrivals Program (NAP). These lessons are structured to include everyday language as well as language and writing skills to complement tasks in the mainstream classroom. Lessons are initially focused on oral interaction as well as explicit grammar and vocabulary building.

Students targeted for support at higher levels of English language acquisition are most often assisted within the classroom. The EAL/D program is designed to complement the classroom literacy program. At times, some withdrawal lessons will be necessary for the explicit teaching of writing.

Students identified and assisted within the EAL/D program will be assessed continuously. These students will receive an EAL/D comment written by the EAL/D teacher in addition to their English comment written by the class teacher, as part of the school report in June and December.

Students in the New Arrivals Program will receive a comprehensive EAL/D comment within their first year of schooling in Australia.

Literacy & Numeracy Instructional Coach

Teacher: Ms Annabel Hughes-Clapp



Role of an Instruction Coach:

- support the trial and implementation of teaching strategies to improve practice and impact on students with a focus on catering for high potential and gifted.
- focus on supporting the professional growth of individual teachers based on an identified need e.g. content enhancement, pedagogy, assessment, extension.
- provide opportunities to adjust practice in response to feedback based on direct observation.
- create learning environments that support high potential and gifted students to experience efficacy, agency and achieve their educational potential.
- engagement with quality research and ongoing professional learning, building teacher and leadership capacity to improve growth and achievement for all high potential and gifted students.

2020 Program Overview

In 2020, Ms Hughes-Clapp will also work closely with teachers to incorporate a range of differentiation and grouping strategies across the curriculum, aiming to ensure creative learning environments and rigorous learning opportunities are available for all gifted students at RPS. Through observations, feedback and lesson modelling, teachers will be supported to adapt their teaching to meet the wide range of students needs while creating high expectations that extend and challenge students.

Students who have been identified through teacher nomination, cognitive assessments, past involvement in Pathways and assessment data including NAPLAN, AGAT & PAT may also have a range of opportunities to complete outside of school challenges e.g. Tournament of the Minds, Gateways, writing competitions, research based projects and investigation tasks to foster critical thinking, creative mindsets, collaboration and analytical skills.

Definition of High Potential and Gifted

High potential students are those whose potential exceeds that of students of the same age in one or more domains: intellectual, creative, social-emotional and physical.

Gifted students are those whose potential significantly exceeds that of students of the same age in one or more domains: intellectual, creative, social-emotional, and physical.

NSW Department of Education

Students who may be considered as highly gifted or beyond may be assessed through the school's Learning Support Team including the school counsellor for further support. These students would be those with an IQ of 145 and above. Below is a table which shows the levels of giftedness of children within the general population.

Level of Giftedness	IQ Range	Prevalence
Mildly	115– 129	>1:40
Moderately	130 – 144	1:40 – 1:1000
Highly	145 - 159	1:1000 – 1:10000
Exceptionally	160 – 179	1:10000 – 1:1 million
Profoundly	180+	< 1:1 million

If you would like more information please visit:

<https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education>



Learning and Support Team

Teacher: Mrs Robyn Greenfield

This year Mrs Greenfield will be overseeing the LaST program for Randwick Public School. Please be in touch with your classroom teacher if you have concerns for your child in any academic area as a first step.

Learning and Support Teachers (LaST's) have a role within whole school initiatives to improve outcomes for students requiring learning adjustments.

The LaST's role as a member of the school learning support team is to:

- identify and assess students experiencing difficulties in learning
- plan, implement, monitor and evaluate programs for students with learning difficulties
- build the capacity of teachers to support students with a diverse range of learning needs

In working collaboratively with the learning support team, school executive, classroom teachers and parents, the LaST may provide support through:

- consultancy, training and development with other teachers
- withdrawal for assessments
- withdrawal of students for short term intensive instruction and monitoring of progress

At Randwick Public School the support is often in the area of Literacy and sometimes Numeracy. In the area of Literacy, this can include reading and decoding skills for the younger years and comprehension and writing skills for older children. Your classroom teacher will notify you if your child has been selected for this program and a letter will then be sent to you outlining the area of support that will be provided to your child and how to be directly in touch with the LaST staff member.

Library Program

Teachers: Mrs Maria Goodstone & Mrs Annette Cullinan

Our school library is open:

- Monday- Before school, Break 2 & After school
- Tuesday - Before school & Break 2
- Wednesday- Break 2
- Thursday & Friday - Before school and Break 2



Library bags are required for borrowing books in all Grades K-6, in order to protect books and avoid loss. It is a great idea to stay in the habit of storing library books in the Library bag at home....saves that last minute scramble looking for it on Library day!

Library bags are available from the Uniform shop if they have been misplaced. No books can go home without a library bag.

Kindergarten

Library lessons are timetabled weekly.

Students are provided with a library bag at the beginning of the year and can borrow two books. Library lessons involve exploration into the realm of fiction and non-fiction books, literature appreciation and observation of a variety of websites suitable and age appropriate. Children can borrow two books.

Year 1

Library lessons are timetabled weekly.

Library lessons involve learning about a variety of authors, exploration of non-fiction material and observation of a variety of age appropriate internet search techniques. Children can borrow three books.

Year 2

Library lessons are timetabled weekly.

Library lessons involve reading easy chapter books and exploring books in our non-fiction book boxes. Children can borrow three books.

Years 3, 4, 5 and 6.

Primary classes are allotted time to visit the school library with their class teacher to browse, borrow, research, use computers and library iPads as needed to support classroom programs. They also participate in an online reading program called Literacy Pro, which assesses reading ability. Students can borrow four books and are encouraged to borrow before and after school and during open library time at break times.

Premier's Reading Challenge (PRC)

K-2

Class teachers read books to their class from the PRC list weekly and students receive a certificate at the end of the year for the books they 'experienced' in class.

3-6

The school Library has an enormous selection of books on the PRC booklist. When visiting the library, students are encouraged to borrow one PRC book as well as a Literacy Pro level book. They are encouraged to participate in the PRC. Entries are online.

Science, Technology, Engineering and Maths (STEM)

Programs

Teacher: Mrs Laurie Power



At Randwick Public School students engage in STEM in a variety of ways. This year we have a teacher dedicated to enhancing STEM practices across the school. The STEM teacher will work collaboratively with class teachers and support them to embed STEM technologies in teaching and learning.

STEM programs are closely aligned with the *NSW Science and Technology Syllabus* and the *NSW Mathematics Syllabus* and also go beyond this curriculum to develop rich learning experiences.

Coding

Through the use of applications such as *Scratch Jr*, *Scratch*, *Sphero*, *Hopscotch* and *Swift Playgrounds*, students in all grades develop their skills in block coding. They may use these applications to control robots and to create digital stories and games.

Robotics

Students learn to drive and code robots to develop skills in giving directions, coding and working collaboratively. Robotics resources at RPS currently include *BeeBots*, *Ozobots*, *Spheros*, *Makey Makey*, *EV3 LEGO robots* and *Dash Robots*.

3D Design

Students may begin to experiment with using software programs to design and print 3D models. 3D design skills also begin to develop through the use of *Minecraft Education Edition*.

Film Making

There is a whole school Film Program giving students the opportunity to develop skills in literacy and in using film technology. This includes the use of our green screen, tripods, microphones and editing software on the iPad.

STEM programs aim to build students' capacity for:

- Design thinking
- Creativity
- Critical thinking
- Digital skills
- Communication and Collaboration

