



VADDA VALLEY

PREP TO YEAR 6 2024

A warm welcome to the

This booklet outlines o

The educational exp
self-discovery and
all the benefits of
able to access
to Year 12.

These first
child's life
with each
begin
within

It is
- the
lea
pr

To
co
th

W
o

Mrs Deb Krumples
Head of Junior School

STUDENT WELLBEING

The health and wellbeing of each student is fundamental to the School's educational philosophy and

ORIENTATION AND TRANSITION PROGRAM

The smooth transition for parents and their children is viewed as crucial in a successful commencement and journey within the School and there are numerous opportunities for new students and their families to attend School activities throughout the year. It is the School's intention that through these activities new families have the opportunity to meet staff, other students and parents and receive detailed information to help them to settle in successfully.

Throughout the year, students connect with many different teachers in various settings, allowing them to build greater capacity for transitioning to new contexts, classes and teachers. We also collaborate closely with our school psychologists and wellbeing teams to ensure we are working with all our students at their point of need.

New students and parents are invited to an Orientation Day towards the end of the year. On this day, new and current students are introduced to members of staff for the following year and they spend some time with their peers discussing the coming year with their class teacher.

Features of the process include:

1. viewing the School at work with both group and individualised tours
2. gathering student details including school reports and other relevant information to inform us of how best to support students
3. orientation morning including information relating to curriculum and daily procedures
4. preparation day for new students immediately prior to the start of the School year
5. further information evening and several informal gatherings for parents to meet others in a social context at the beginning of the academic year

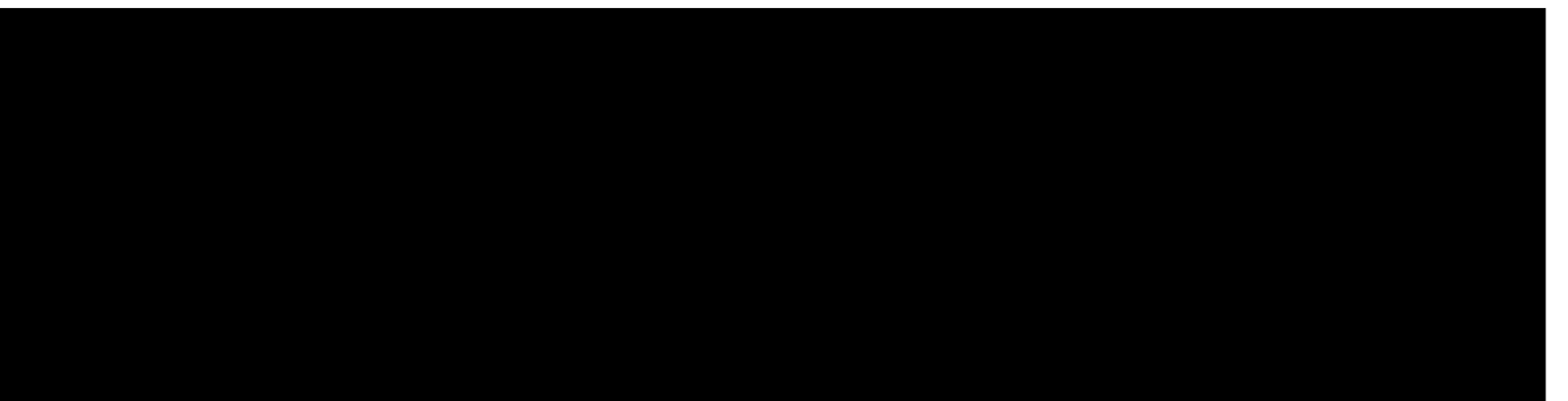
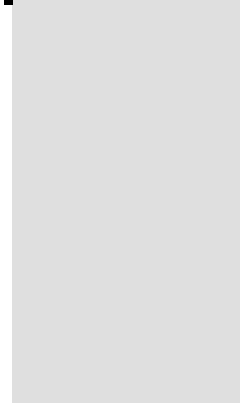
Teaching and Learning

CURRICULUM DEVELOPMENT AND REVIEW

Curriculum development and review is central to successful students and a high-performing school. Our work here should never be finished!

The curriculum at Yarra Valley Grammar is informed by the Australian Curriculum and Assessment Authorities (ACARA). This is a national curriculum used across all states in Australia and is based on an understanding of our students' their development, needs.

Class Teacher			Specialist Staff							
Student Personal Development, Values Education and thinking skills										
English	Mathematics	Integrated Studies <i>(Incorporating Science, History, Technology, and the Environment)</i>	Visual Arts	Music	Physical Education	Sport	Languages	Religious Education	Resource Centre	Outdoor Education
Digital Technologies										
Individual Student Support Program Individual Learning Support Teachers and Assistants										
<p><i>Below are the values and virtues the teachers weave through the daily curriculum in a practical way:</i></p>										



Specialised Assessments

HOMEWORK POLICY

Whilst valuing the benefits of completing various forms of home learning, the School also places significant emphasis on students being able to have time to play, rest and sleep. Research and experience have taught us that children who do not have enough time to play and sleep are at a distinct disadvantage both emotionally and academically. For further reading on this subject, please click on the following link: <https://raisingchildren.net.au/schoolage/sleep> and <https://raisingchildren.net.au/schoolage/videos/freetime-to-play>

At Yarra Valley Grammar homework serves a number of purposes:

- revision for purposes of consolidation
- reflection on learning experiences
- remediation where a student completes extra work aimed at overcoming problems or clarifying skills
- completion of tasks undertaken in class
- preparation for future activity
- enrichment and extension of the program
- encouragement of self-direction and self-discipline

Students will receive homework as is required on a weekly basis. This begins with Prep students who bring home readers for practice and extends to Year 6 where students are required to complete set activities in various subjects such as Mathematics, English and Integrated Studies. Homework will be clearly outlined and shared in a timely manner with students and parents, and the expectation is that students complete these tasks on time. Students are encouraged to self-advocate and seek help from their teachers as and when they need support with this aspect of their learning.

INTEGRATED STUDIES

In an integrated curriculum, the key learning areas relevant to a particular unit of study are drawn together to create a rich and meaningful learning pathway which includes both explicit and inquiry-based approaches and where appropriate, information and design technology is incorporated.

As children explore these integrated units of work, they begin to appreciate the interdependent nature of their studies and understand how discipline specific thinking can support their learning.

Disciplines such as those found in Humanities and Social Sciences (HASS: History, Geography, Civics and

Core Subjects

ENGLISH

We understand that English proficiency is a vital skill that opens doors to opportunities in academia, career, and personal growth. Our program combines effective teaching strategies with a supportive learning environment to foster a love for English and empower students with the necessary skills to thrive in an increasingly interconnected world. Our program combines the power of evidence-based practices with the research of the Science of Learning to unlock each student's full potential and set them on the path to success.

Across the Junior School, our experienced and passionate teachers utilise the benefits of direct explicit instruction within the framework of the Gradual Release of Responsibility to guide your child towards mastery of English language skills through clear, structured, and step-by-step lessons. 1.8 (3t (e)-10.7Ti (s)1.9 (77]

MATHEMATICS

Our expert teachers employ a balanced approach to teaching Mathematics that integrates ~~spare~~ knowledge of the fundamental mathematical proficiencies of Understanding, Fluency, Reasoning and Problem Solving. We recognise the importance of a gradual release of responsibility in nurturing independent and confident learners. Through explicit direct instruction, stimulating hands on activities and thought-provoking problem solving tasks, we ensure an engaging learning experience that captivates students' interest and fuels their enthusiasm for mathematical exploration.

~~Post (on 20/05/2024) in mathematics skills (a) 1394 (1) (b) (c) 020139 (h) 22-23 call (12/3) (b) -6.5g (p) 4765 (45-11) 1/3~~

At Yarra Valley Grammar, Junior School students

LANGUAGES

In the early years of education, ELC to Year 6, we offer two streams of language

- in the ELC Year 1, students develop an understanding of Auslan, learning the fundamentals of a signed language.
- from Years 2-6, students study French, incorporating the use of fundamental vocabulary, grammar and sentence structures as well as an appreciation of the French culture as it exists in various parts of the world.

AUSLAN

'Auslan (Australian sign Language) is a language that uses hand, arm and body movements to convey meaning' (http://www.ndp.org.au/images/factsheets/NDP_Factsheet04.pdf). Students in the ELC have already been exposed to Auslan through an early years program and from 2024, all students from ELC to Year 1 will learn Auslan.

Operating as a diverse and inclusive school community, students who learn languages other than their own spoken and written language, develop an appreciation of different cultures and ways of communicating. At Yarra, we have a proud history of offering an inclusive education to all students and their families, which incorporates a fully functioning Hearing Unit for a number of our students.

Students will engage with the fundamental signs used in Auslan through play activities, learning to communicate simple messages. They are encouraged to learn how to sign familiar songs, days of the week, colours and numbers, and gain a greater understanding of how Auslan supports members of our wider community.

FRENCH

The Junior School French program has been designed especially for our students using the principles of content-based language learning. The program aims to make children aware not just of the French language but also of the multicultural society in which we live. This serves to develop an appreciation of the background and cultures of all students. Aware that students enter the language program with various levels of ability and experience, learning activities are designed with multiple entry and exit points, which support differentiation of the curriculum.

Resources from France provide authentic models of language and a deeper and more meaningful learning experience. The topics studied relate to the following areas: (i)-84 (e)-2. ()]TJ(i)-84 (e) nice cidel(i) edæop8.5J 0.008 aw.7 (h2 (fu5.2 (x)-5.5

MUSIC AND THE PERFORMING ARTS

The Yarra Valley Grammar community celebrates and values Music and the Performing Arts. Students in the Junior School attend music classes once a week with a qualified music teacher, drawing upon many methodologies including the Orff Schulwerk method of teaching, which fosters a holistic approach to music education. It integrates singing, speech, movement, folk dance and tuned and untuned percussion instruments to develop creative music making. The students will also experience and develop music literacy through the Kodaly methodology.

Offering opportunities for multiple and cross-curricular activities throughout the school, the Junior School Music and Performing Arts program is diverse. It is designed to enable students to perceive, value and judge what they come to know through their senses. The program strives to foster a lifelong involvement and appreciation of music and the performing arts. It is an approach to which all may contribute and experience success, and students are provided with multiple opportunities for performance and creativity.

An Instrumental Program is offered at the Year 2 and Year 5 levels, where students in Year 2 learn a string instrument and the Year 5 students participate in a band program. The Junior School also offers an extensive range of co-curricular ensembles and musical groups in which students have the opportunity to participate regularly, such as choirs, orchestras and bands.

All students in the Junior School have the opportunity during the course of the year to showcase their learning for audiences from fully staged productions, to assemblies and gatherings as well as small group and solo performances.

An extensive range of instrumental tuition is also available during school hours through the Music School.

