

MEET THE SPECIALISTS

Understanding the role of the specialist staff

Hurstville Public School 2020

LANGUAGES

Chinese, Arabic, Spanish

What is CL and LOTE

- CL refers to Community Language. Community language is the language that is spoken in our community. In Hurstville, our community language are Chinese and Arabic.
- LOTE refers to Languages Other Than English. HPS offers students who are not of Chinese or Arabic background the opportunity to learn either Chinese, Arabic or Spanish.

Language programs and organisation

- Chinese Community Language
- Chinese LOTE
- Arabic Community Language
- Arabic LOTE (Kindergarten)
- Spanish LOTE

Language programs are catered for K-6. All students attend two hours of language lesson each week.

Language teachers

Mrs Wang – Chinese CL / LOTE, Team Leader

Miss Zhai – Chinese CL / LOTE

Mrs Qiu – Chinese CL / LOTE

Miss Yenching – Chinese CL / LOTE

Miss Zhao – Chinese CL / LOTE

Mr Fu – Chinese CL / LOTE

Mr Webhe – Arabic CL / LOTE

Mrs Pino – Spanish LOTE

Benefits of learning "mother tongue"

- Enhanced self-esteem through the recognition of students' first language and culture within the school.
- Acquire, maintain and develop communication skills in their first language.
- Allows basic concepts to be learnt through the medium of students' first language, while learning English at the same time.
- Transition from home to school is made more positive for young students.
- Students share a common language with their parents.

Benefits of learning another language

Research show students who learn another language also benefit in these ways:

- better program solving skills
- bmetter critical thinking skills
- more creativity
- better flexibility of mind
- enhanced memory
- better multi-tasking abilities.

LIBRARY TEAM

Mr M Philpott and Ms C Wadley

Roles of the Teacher Librarian at Hurstville Public School

Teaching in the Library

- Co-teaching environment with two classes and 4 teachers
- Enhances 4C Pedagogies of:
 - Collaboration
 - Communication
 - Critical Reflection
 - Creativity

Future Focused Learners

- Develop students who are capable of managing a diverse range of information sources with the ability to navigate multi-modal texts across a range of platforms.
- Students starting school this year will finish high school in 2032.

Resource Management

- Guide staff towards appropriate teaching resources.
- Management of library budget.
- Collaborative selection of resources.

Library Initiatives

- Instill a love of literature in students through exposure to quality literature.
- Book Week activities
- Premiers Reading Challenge
- Book Fair

LEARNING AND SUPPORT

Mrs J Hurst, Mrs L Park & Mr T Hume

What is Learning and Support?

The school learning and support team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met.

The team:

- supports teachers in identifying and responding to the additional learning needs of students
- coordinates a whole school approach to improving the learning outcomes of every student
- coordinates planning processes and resourcing for students with disability and additional learning and support needs
- designs and implements the types of support required to build teacher capacity so that all students access quality learning
- develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community.

School Learning Support Officers (SLSOs)

School Learning Support Officers (SLSOs), under the supervision and direction of a teacher, assist in classroom activities, school routines, and the care and management of students with disability and additional learning and support needs.

Their role includes assisting teachers to:

- implement individual education programs (IEPs)
- provide opportunities for students to develop personal, social, independent, living and pre-vocational skills
- attend to the personal care needs of students, and
- operate audio-visual aids, duplicating, issuing learning materials and clerical duties

Key Literacy Support in 2019

Learning and Support in the area of literacy is being offered through the following Multilit programs (Making Up for Lost Time in Reading):

- **Minilit** – Year 1, small group of 4 or 5 children, 1 hr 4 times a week
- **Reading Tutor** – Years 2 – 6, individual, 30 mins 4 times a week
- **MacqLit** – Years 3-6, small group of 4-6 children, 3-4 times a week

Wellbeing in Learning and Support

The Learning and Support Team implements and supports the following well-being programs across the school:

- Breakfast Club
- Smiling Minds
- Peaceful Kids
- One Beat Drumming
- Special Interest Clubs (SIC)

How will I know if my child is receiving Learning and Support?

- You will receive a letter advising you that your child is receiving additional learning and support.
- Please make an appointment to speak with a Learning and Support Teacher, or the class teacher, if you have any further questions about additional support your child is receiving.

EAL/D TEAM

Who are EAL/D students?

- EAL/D stands for **E**nglish as an **A**dditional **L**anguage or **D**ialect.
- EAL/D learners are students who speak a language other than English at home.
- EAL/D students need to learn English, learn in English and learn about English.
- Approximately 98% of students at HPS are EAL/D learners.

Phase	Average time
Beginning	Up to 12 months
Emerging	1-2 years
Developing	2-5 years
Consolidating	5-7 + years

Students with education in their first language develop academic language in 4 years or less (average is 5-7 years)

2020 EAL/D Support

- K-6, Opportunity Classes and Support Unit
- Delivering professional learning to staff
- Collaborative Planning with grades/stages
- Micro-planning sessions with all classroom teachers

Modes of Delivery:

Withdrawal- Students newly arrived in Australia receive 1 hour per day of intensive English language support

Co-teaching- EAL/D teachers teach in conjunction with the classroom teacher across KLAs (English, Science, Maths, Geography etc.) to support content and language/vocabulary development

Communication & Interpreting Services

Communication

- Meet the Teacher Night
- Parent Teacher interviews
- New Arrival Parent Support Group

Reporting

- Students at the Beginning Phase are not graded A-E by the classroom teacher.
- The EAL/D Teacher provides a comment regarding their progress in Speaking and Listening, Reading and Writing

Interpreters

- Parents, carers and community members can request an interpreter be available at a meeting or interview. Please provide approximately a week's notice.
- Parent Teacher Interviews in Term 1– interpreters will be available. A note will be sent home soon.
- Telephone Interpreter Service

Application to enrol in a NSW Government school

Thank you for your interest in seeking enrolment in a NSW Government school.

This application to enrol form is to be completed in English. If you need an explanation of any of the questions or help in completing this application, please ask for assistance from the school staff. You are welcome to provide further information on an attached sheet.

Before beginning to complete this form please refer to pages 15 and 16 of this form for details about completing this application and documents that you are required to provide to the school. **An explanation of the purpose and use of the information you provide is given on page 13.**

The school will notify you of the results of your application. The information you have provided will be used by the school for student enrolment if your application is accepted. Please do not purchase items such as uniforms until you receive confirmation of enrolment.

Student details

A. Student details

Family name	<input type="text"/>
First given name	<input type="text"/>
Second given name	<input type="text"/>
Preferred first name	<input type="text"/>
Gender	<input type="radio"/> Male <input type="radio"/> Female
Date of birth	<input type="text"/> / <input type="text"/> / <input type="text"/>
Into which year are you seeking to enrol this student? (mark only one box)	<input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Intended start date	<input type="text"/> / <input type="text"/> / <input type="text"/>

OFFICE USE ONLY

School name	<input type="text"/>
Student registration number	<input type="text"/>
Date of enrolment at this school	<input type="text"/> / <input type="text"/> / <input type="text"/>

Student details

STUDENT'S BROTHERS AND SISTERS

Does this student have any brothers or sisters currently or previously enrolled at a NSW Government school?

Yes No

If yes, name of most recent school?

If yes, please provide the details of the most recently enrolled brother or sister.

Gender Male Female Date of birth / /

Brother's/sister's family name

Brother's/sister's given name

ABORIGINALITY

Is the student of Aboriginal or Torres Strait Islander origin?

No Aboriginal Torres Strait Islander Both Aboriginal and Torres Strait Islander

LANGUAGES OTHER THAN ENGLISH SPOKEN AT HOME

Does the student speak a language other than English at home?

No, English only Yes

If yes, what language(s) other than English are spoken at home?

Please write the actual language(s) used, for example, Swahili (not African), Punjabi (not Indian), Auslan, Aboriginal English, Torres Strait Creole.

Main language other than English spoken at home by the student

Other language(s) spoken at home

STUDENT'S MOBILE PHONE

Student's mobile phone number (if applicable)

Tips to support your child at home:

- Continue to develop your first language at home
- Interact with your child in English, when possible
- Read in your first language and English to your child every night
- Encourage your child to join the local library or a new team sport
- Explore the local community and beyond using public transport
- Take photos and discuss with your child to encourage language development

3 BRIDGES
