



**Weeden Heights Primary School**  
**Vermont South**

**Year 2/3A**  
**Middle School**  
**Information Booklet 2019**



## **Our Mission**

Weeden Heights Primary School empowers and supports students to achieve personal excellence to become life long learners and global citizens who make a positive difference.

## **We Are**

A dynamic child centred, learning community committed to providing exemplary programs in a challenging, vibrant and safe environment.

## **Our School Values**

Respect      Personal Excellence      Curiosity and Creativity      Collaboration

## **We Support**

Our students to be life long learners who are:

- ♦ Logical and Creative Thinkers
- ♦ Knowledgeable
- ♦ Tolerant
- ♦ Motivated
- ♦ Resilient
- ♦ Imaginative
- ♦ Open Minded
- ♦ Risk Takers
- ♦ Reflective
- ♦ Caring and respectful.

## **Our Curriculum**

Is designed to ensure students:

- ♦ Experience the joy of learning and reach their academic potential
- ♦ Develop comprehensive literacy and numeracy skills
- ♦ Foster enquiry learning, thinking skills and problem solving
- ♦ Teach students how to learn across all areas including Science, Technology, Engineering, Arts and Mathematics (STEAM), History, Economics, Geography, Health and Environmental Studies.



# Caring For and Nurturing Students

## A Whole School Commitment

In addition to providing a vibrant learning environment and a safe and secure physical environment, we place significant emphasis on the well-being of our students. We know our students and make them feel valued.

Our programs and services include:

- ♦ Individual care of every student
- ♦ Cross-age and grade mentoring
- ♦ Buddy program
- ♦ Cyber Safety
- ♦ E-smart accredited school
- ♦ Specialised lunchtime activities
- ♦ School House System
- ♦ Visible playground supervision
- ♦ Qualified First Aid staff
- ♦ UV/Sunsmart Policy
- ♦ Asthma Friendly Accredited School.

## Community Partnerships

We believe the home/school partnership is vital to a child's achievement and welcome parents and community involvement through:

- ♦ Close communication between home and school
- ♦ Stephanie Alexander Kitchen Garden program
- ♦ Classroom Helper programs
- ♦ School Council
- ♦ Parents Association
- ♦ Classroom Parent Representatives
- ♦ Parent / Student / Teacher Partnership Meetings
- ♦ Open mornings, days and evenings
- ♦ Fortnightly electronic newsletter, "Nokuna"
- ♦ Facebook Page
- ♦ FlexiBuzz (smartphone app)



## Welcome to 2/3A

Amol	Isabella	Esmond	Rikin	Chelsea
Madeleine	Patricia	Alicia	Liam M.	Abbey
Cliff	Mason	Stephanie	Mack	Shriyans
Charlotte	Tiasha	Scarlett	Aryan	Harry
Lyla	Liam D.	Antariksh	Lynn	Yaran

### Year 2/3A Learning Agreement/Mission Statement.

In grade 2/3A we encourage others to learn. We work towards creating a kind and caring classroom by being friendly and helpful to each other. We use our manners at all times and treat others the way we want to be treated. Our class works as a team by sharing ideas, listening to others and asking questions to clarify meaning. We take risks in our learning and celebrate our successes. We have a positive mindset and never give up working towards achieving our goals.

#### Class Teacher

Aarti Arya

#### Specialist Teachers

Languages - Delphine Todd

Performing Arts - Anne Peddington (Semester 2)

Visual Arts - Annie Paterno (Semester 1)

Physical Education - Kiralee Molnar

STEAM - Kiralee Molnar



## Daily Schedule

Doors Open -	8:50 am
Classes Commence -	9:00 am
Recess -	11:00am
Classes resume	11.30am
Lunch Eating -	1:10 pm
Lunch Break -	1:20 pm
Classes resume -	2.10pm
Day Concludes -	3.30pm

## Specialist Schedule

Subject	Day	Time
Languages	Friday	2:10 pm
Physical Education	Wednesday	12:10 am
STEAM	Tuesday	12:10 am
Performing Arts	TBC	TBC
Visual Arts	Tuesday	11:30 pm
	Wednesday	11:30 pm

## General Information for Parents

### Absences

Your child's learning is paramount at Weeden Heights Primary School and unnecessary absenteeism can hinder his/her progress in the following ways:

- ♦ Vital information relating to the classroom timetable and routine can be missed leaving your child feeling lost and insecure
- ♦ Missed curriculum instruction can impede progress which can lead to loss of self confidence
- ♦ Your child's social development can be interrupted making interaction with peers difficult at times.

However, the best place for a sick child is at home. A child who is unwell finds it difficult to concentrate and achieve his/her best. A day's rest at the onset of an illness can often avoid a prolonged absence.

For short absences a dated written note containing your child's name, grade and reason for absence would be appreciated when they return. If your child is going to be absent for more than two days it would be appreciated if you could phone the school and also send along a written note.

It is a Department of Education requirement that all absences are reported. Absences without an accompanying written note are recorded in the system as 'unexplained'.

### Camping Program

At Weeden Heights Primary School, the camping program aims to provide each student with the opportunity to gain knowledge, experience and a sense of achievement through a variety of challenging activities within different environments. This program promotes the students' independence and builds positive teacher-child and peer group relationships. In 2018, the year 5/6 camp is at Sovereign Hill and will be held during term 1.

### Communication and Reports

The home-school partnership is vital. We encourage parents to contact teachers, or Principal should they have any concerns, or are in need of assistance or support, with regards to their child's academic, physical, social or emotional progress at any time.

### Open Day and Night

All parents, families and special friends are invited to come and see Weeden Heights Primary School on show. During these sessions we have student work on display, hands on activities



reflecting students' current learning and student performances highlight the skills and talents of our students.

### **Information/ Parent, Teacher & Student Exchanges**

Parent, Teacher and Student exchanges, referred to as Partnership Meetings, are scheduled each year. These meetings give you a chance to discuss your child's progress with the class teacher. 3-Way Partnership meetings offer an opportunity for your child to reflect and celebrate their achievements.

### **Written Reports**

Mid year and end of year reports and portfolios will be sent home detailing your child's progress in English, Mathematics, Inquiry Learning, specialist areas and personal development.

### **English**

Literacy is a core skill and central to the learning of our students. It helps create confident communicators, imaginative thinkers and informed citizens. Our students learn to analyse, understand, communicate with and build relationships with others and with the world around them.

During English, Literature studies help students to engage imaginatively and critically and to expand the scope of their experience. The CAFÉ reading approach is implemented in the senior years and focuses heavily on reading comprehension. Further application of comprehension strategies are enhanced through strategy groups and Literature circles where students can be grouped for like needs.

Café Reading aims to develop meaning and comprehension, improve reading strategies and critical analysis of text using a variety of text types. In writing the teaching group approaches for students are modelled, shared, interactive or guided. Teaching writing through the VOICES approach demonstrates planning, composing, recording, revising and publishing through a variety of genres and developmental stages.

All classrooms are supported by a comprehensive range of well resourced texts, software and other materials appropriate to the needs of each student. Information Communication Technologies are incorporated into our program and are a significant vehicle for literacy learning.

### **Mathematics**

Learning mathematics creates opportunities for and enriches the lives of all Australians. We aim to provide students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*.

Our curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Digital technologies are providing access to new tools for continuing mathematical exploration and invention.

In the Middle School we have dedicated Mathematics sessions which aim to ensure that students:

- ♦ are confident, creative users and communicators of mathematics, able to





investigate, represent and interpret situations in their personal and work lives and as active citizens

- ♦ develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems.

Learning *mathematics* involves building upon previous *mathematical skills* and *understandings*, making connections between these mathematical ideas and then generalising. In order to maximise their mathematical learning, and experience its usefulness and importance, students at Weeden Heights Primary School are simultaneously developing their numeracy by appropriately choosing and using mathematics to solve everyday situations and mathematically related problems as facilitated by their teacher.

Classrooms are well supported by a variety of manipulatives, concrete materials (formal and informal), software and tools to match the needs of each child.

All students have access to an online learning program called Matific which supports all aspects of numeracy and supplements the classroom program through school and home learning opportunities.

## **Inquiry Learning**

Each term the year students are involved in developing the focus questions for their Inquiry learning. An Inquiry unit of work is then developed reflecting the students interests, whilst ensuring the capabilities and strands of the VIC curriculum are being covered.

Students begin term 1 with the W.H.P.S Bright Beginnings student Wellbeing program.

## **eLearning/Digital Technologies**

Computers and digital technology is integrated across our entire curriculum. Students have the opportunity to regularly use desk top computers, notebooks, iPads, document cameras and the Internet.

## **Weekly Schedule and Specialist Programs**

Please refer to the [timetable on classroom window for weekly schedule](#).

### **Languages**

Students are learning French in 2019. The language program is designed to instil an appreciation of language learning, teach students the necessary vocabulary and phrases and introduce students to the French culture. The students are instructed by a native speaker who is supported by the classroom teacher.

### **Library**

Students are able to borrow a wide selection of books from our well equipped Library on a weekly basis. Each child is encouraged to borrow 2 books weekly. Books may be kept for 1-2 weeks at a time and re-borrowed if required.

### **Performing Arts**

Performing Arts develops the students' abilities' in performing. Creating, making, exploring and responding are the major focus of the Performing Arts Program. The content areas of the performing arts are – drama, music and dance.

Each term will have elements of drama, music and dance, as they are not mutually



exclusive.

Drama includes development of character, using voice costume and props. Students will have the opportunity to explore expression participating in nursery rhymes, activities and drama games. They will create their own characters and participate in the performance of common fairy tales. Costumes and props will be used to help develop performance.

During Music sessions students will be encouraged to sing, move, and play instruments confidently. Musical elements such as beat, pitch, dynamics and tempo will be explored and used to communicate ideas and feelings. Students will have the opportunity to create and perform.

Dance involves the students participating in a variety of dance styles: hip-hop, rock'n'roll, dance that tells a story (ballet), disco, and traditional dances. Student will explore putting their own movements to a various styles of music and engage in a variety of dance games.

Choir will be available as an optional lunchtime activity for any interested students.

### **Physical Education/Sport Program**

All students participate in our Physical Education and sport programs which includes structured and informal physical education classes. Swimming also forms part of our Physical Education program. Our Prep and Year 1 students complete a series of 8 to 10 weekly swimming lessons. Our Year 2, 3, and 4 students complete an intensive 8 day swimming program. Our senior students compete in our school and district swimming carnivals. Students from Year 3 onwards participate in Hoop Time Basketball competitions, district and zone sporting carnivals and Year 5 and 6 students also represent Weeden Heights Primary School in Interschool Sport.

Please ensure that your child has appropriate footwear to enable them to safely participate in outdoor (weather permitting) activities.

### **Stephanie Alexander Kitchen Garden**

Our students will be introduced to and have some opportunity to work with the garden and kitchen specialists learning about growing and preparing foods, some of which contain fresh produce from our garden and eggs from our resident chickens.

Participation in the Stephanie Alexander Kitchen Garden Project provides opportunities for students to implement their learning in a fun and dynamic way. Students, parents, grandparents and the community will have the opportunity to share in caring for the garden, harvesting produce and preparing and sharing interesting food in the kitchen. Senior students also work in the kitchen and garden where opportunities arise. All grades are responsible for maintaining a section of the garden. We invite and encourage parents and special friends to participate in our volunteer program.

The program enables students and other members of the community to develop together their active, hands on learning, confidence and ability to make healthy eating and lifestyle choices, awareness of environmental issues and experience new opportunities and responsibilities.


### **Visual Arts**

Visual Arts develops the students 'abilities' in Art. Creating, making, exploring and responding are the major focus of the Visual Arts Program. Imagination and creativity are pivotal to the Visual Art program. Students create 2D and 3D visual arts works that communicate ideas, concepts, observations, feelings and experiences. They use a range of skills, techniques, process and materials and equipment.

Activities include:

Painting, printing, collage and paper skills, modelling, drawing, threads and textiles and construction.





Students will be encouraged to describe and discuss their own and others' art work.

Please provide your child with an art smock to protect their school uniform (an old shirt is perfect).

### **S.T.E.A.M.**

This specialist area incorporates Science, Technology, Engineering, Arts and Mathematics. STEAM develops creative problem solving skills along with robotics and coding. All students will attend this weekly.

### **Social Skills/Wellbeing**

Students participate in weekly social skills classes. The foci for these is our school values, esmart, mindfulness and meditation and our whole school Wellbeing program RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS.

### **Whole School Assembly**

Monday mornings commencing at 9:00 am. Please join us in celebrating the students and their achievements.

### **Homework**

While each year level at Weeden Heights Primary School is guided by our School Council endorsed Homework Policy, homework looks a little different across the school. We see homework as an opportunity for parents and carers to participate in their child's education. Students practise skills and knowledge learnt at school, in pursuit of becoming an independent learner, responsible for their own learning. Homework complements and reinforces classroom learning and fosters good lifelong study habits.

In general, students are expected to complete and submit the following homework:

#### **Year 2, 3 & 4**

- ♦ Daily reading (15-30 mins per night)
- ♦ Weekly homework based around the spelling, English, Maths, Inquiry and Personal Learning skills being taught in class.

In addition projects may be assigned to support the classroom program

### **Take Home Books**

Students are encouraged to select a book of their choice from their reading box, school library, home or classroom CAFÉ library to read at home.

- ♦ Students have a reading log to record the details of their home reading. These need to be brought to school daily and will be checked by teachers regularly.
- ♦ Home Reading is aimed at enjoyment and practice, children will be reading books that are 'just right' in order to practice a range of reading behaviours without struggling with the text, the most important of these being comprehension.
- ♦ In class, children will read at a higher level of difficulty as specific skills and reading strategies are taught
- ♦ Home reading should be an enjoyable experience.

**Teachers will:**

- ♦ Ensure students are given homework tasks and they are made aware of the due date
- ♦ Value students' efforts by acknowledging their work and providing feedback
- ♦ Contact parents if a student is not completing homework on a regular basis
- ♦ Encourage students to develop home organisation skills for homework.

**Parents can help their children by:**

- ♦ Encouraging a regular daily session to examine and complete homework
- ♦ Discussing key questions or suggesting resources to help with homework
- ♦ Helping to balance the amount of time spent between homework and recreational activities such as watching television or playing computer games
- ♦ Asking how homework and class work is progressing and acknowledging success
- ♦ Attending school events, open nights, productions or displays their child is involved in
- ♦ Talking to teachers to discuss problems with homework.



## Parental Involvement

Weeden Heights strongly believes that student learning is enhanced when families and teachers work together as partners. Some ways to become involved:

- ◆ Becoming involved as one of our valued Classroom Parent Representatives
- ◆ Sharing cultural backgrounds, creative skills or other expertise with selected classes
- ◆ Assisting with school concerts and productions
- ◆ Becoming part of our Parents and Friends Association (PFA)
- ◆ Actively playing a role on our School Council or one of its Sub-Committees
- ◆ Attending working bees.

We also welcome families to participate in any special days such as junior sports, dress up days and other activities as they arise.

### Classroom Representatives

At the start of each year your child's classroom teacher will invite parents to become their Classroom Representative. This includes liaising with the parents in the class and the school, involving everyone in the classroom and social activities and passing on information between school and home. Classroom Representatives meet regularly to exchange ideas and plan activities.

### Parents and Friends Association (PFA)


The aim of the Parents and Friends Association (PFA) is to raise much needed extra funds for the school for the benefit of the students. In previous years the committee has provided the school with two new playgrounds, helped with the cost of fencing around the staff car park, purchased audio visual equipment, interactive whiteboards and air conditioners for the library and classrooms, together with many other items. Being a member of the Parents Association is a great way of being involved with the school and getting to know other parents. Notification of dates, time and venue of meetings is done through our school newsletter and all parents are welcome to attend. If you would like to discuss your involvement, contact telephone numbers for Parents Association members are also included in our school newsletter.

### School Council

The School Council is a legal entity comprising parents and staff.

The Weeden Heights Primary School Council is required:

- ◆ To work with parents and staff in shaping the educational policy of the school
- ◆ To ensure buildings and grounds are kept in good state of repair
- ◆ Suggest improvements/extensions to buildings and grounds
- ◆ Stimulate interest in the school
- ◆ Conduct a public meeting each year
- ◆ Participate in the budget process each year
- ◆ stand for election.



Elections for School Council are held each year in Term 1. All parents are eligible to stand for election.

Meetings are held on the third Monday of each month. If you are interested, please do come along. Input from all members of the community is valued. School Council actively seeks your ideas, support and involvement.

### **School Council Sub Committees**

At Weeden Heights Primary School our School Council has the following sub committees for which parents are encouraged and welcome to join:

- ♦ Education
- ♦ Buildings and Grounds
- ♦ Finance
- ♦ Out of School Hours Care (OSHC)
- ♦ Public Relations

## **Personal & Interpersonal Development Skills**

### **Student Engagement and Wellbeing Actively Promoting Positive Behaviours**

At Weeden Heights Primary School, we strive to learn how to work and play effectively with others. The diverse situations within the classroom and school yard, both structured and informal, provide invaluable opportunities for learning and refining positive social strategies. Students develop the ability to make constructive independent decisions and experience associated rewarding results.

Positive social participation skills include:

- ♦ Identifying the consequence of our actions and the effects of our words upon others
- ♦ Accepting responsibility for both our actions and our learning
- ♦ Demonstrating courtesy, respect and empathy for others and their belongings
- ♦ Sharing resources
- ♦ Working co-operatively with others
- ♦ Effectively undertaking small group tasks with a variety of peers
- ♦ Accepting support and advice constructively.

In line with the schools Engagement and Wellbeing Policy each student completes the an Essential Agreement. The values and behaviors which we trying to build are discussed in the class and form the basis of each grade Learning Agreement/Mission Statement as appears on the front page of this booklet. However if there is a breach in behaviour, the school has a very clear procedure that aims to maximise the learning for all parties.



## Characteristics of Successful Learners

**Thoughtful:** curious, reflective, provide reasons

**Industrious:** motivated, focused on task, persistent

**Generative:** creative, original, imaginative

**Empathetic:** aware and concerned for the feelings of others

**Risk Taker:** make informed independent decisions, try new things

**Strategic:** organised, resourceful, planned

## Ways You Can Help Your Child

### Reading

- ◆ Share reading sessions with your child as often as time permits
- ◆ Encourage your child to use the pictures to also aid their comprehension
- ◆ Talk about the texts you read: author, illustrator, cover, pictures, setting/scene, characters, story line/plot and so forth
- ◆ Ask your child a few questions and encourage them to make predictions about the text before reading it, whilst reading it and comments after reading it. For more advanced readers, make it into a game or quiz and ask them to think of some questions to ask you
- ◆ Be seen as a reader yourself in order to provide your child with a good reading role model. Reading to your child is extremely beneficial in aiding their development
- ◆ Promote the use of our school and local libraries
- ◆ Read old favourites again and again to promote familiarity and confidence
- ◆ Listen to cds and stories at home and whilst traveling in the car
- ◆ Encourage your child to read magazines, cartoons, comics, newspapers etc. Locate signs, and read recipes, junk mail, packets, boxes and other household items. These will help broaden your child's understanding and knowledge of texts with regards to their purpose, audience, format and style, in addition to word content, vocabulary and usage
- ◆ Encourage your child to reflect on what they have read. Can they find the main idea and summarise?
- ◆ Finally ... above all else ... reading should be FUN!

### Writing

- ◆ Encourage, support and praise ALL attempts at writing
- ◆ Provide all sorts of materials for writing and related activities, especially fancy and colourful pencils, different styles of paper etc. Even alphabet cookie cutters and play dough or shaving cream in a tray can be fun!
- ◆ Reinforce the different forms of writing and how they are used, eg. Phone messages, shopping lists, notes on the fridge, greeting cards, lunch orders, invitations, diaries, etc.
- ◆ If possible, allow your child to use the computer for all sorts of writing including stories, reports, letters, etc. They could use PowerPoint to create stories or reflections of events and even share them at school on the Interactive Whiteboards or projectors.





- ◆ They often don't see this as 'work', as they are not asked to physically 'write' and they LOVE sharing
- ◆ Play alphabet, rhyming and word games like I Spy, Scrabble, Hangman, etc.
- ◆ Ask your child to read and discuss their own writing rather than making your own interpretations.
- ◆ Also, encourage them to explain aspects such as its purpose, meaning and intended audience.
- ◆ When having difficulty spelling a word, encourage your child to have a go at writing first. Then look at the word and identify the part that doesn't look right. Ask, "How could you change it? Do you know any similar words? Have you heard this pattern before?, etc. Don't forget to praise every effort!
- ◆ Help them recognise and learn consistent patterns such as 'ion' in station.
- ◆ Help your child to effectively use dictionaries, word books and thesauruses to support their spelling and vocabulary skills.

**100 Most Used Words**

a	do	him	people	time
about	dog	his	play	to
after	down	home	ran	too
all	for	just	said	two
an	from	like	saw	up
and	get	little	school	us
are	go	man	see	very
as	going	me	she	was
at	good	morning	so	water
back	got	mother	some	we
be	I	my	soon	went
because	if	night	that	were
big	in	not	the	what
but	into	of	their	when
by	is	off	them	where
came	it	on	then	will
can	had	one	there	with
could	have	our	they	would
day	he	out	this	yes
did	her	over	three	you

**200 Most Used Words**

act	does	land	our	tell
add	earth	large	part	thank
after	end	light	picture	think
again	even	line	place	three
air	every	little	play	through
also	follow	live	point	too
always	form	low	put	try
animal	get	made	read	turn
any	girl	man	right	under
ask	give	mean	round	us
back	good	move	same	very
before	great	much	say	want
big	hand	must	self	well
boy	help	name	sentence	went
brother	here	near	set	where
build	high	need	show	why
came	home	new	sister	woman
cause	house	off	small	work
change	just	old	spell	world
differ	kind	only	take	year