Prep
Junior School
Information Booklet 2025

Weeden Heights Primary School

Vermont South

Futures are Bright ...

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.

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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.

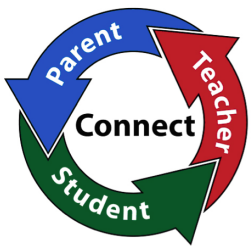
Our programs and services include:

- Individual care of every student
- Cross-age and grade mentoring
- Buddy program
- Cyber Safety
- Specialised lunchtime activities
- School House System
- Visible playground supervision
- Qualified First Aid staff
- UV/Sunsmart Policy
- Esmart accredited school
- 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 and Instagram Page
- Compass (smartphone app)



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Welcome to Prep

Caleb	Evan	Flora	Raymond	Nate
Lewin	Hannah	Brooke	Aarna	Alvin
Asher	Jayden	Sharon	Daphne	Sunny
Luna	Eleanor	Ali		

Prep Learning Agreement/Mission Statement

We want our classroom to be a happy and fun place to learn.

We treat each other with kindness.

When we are doing our work, we try our best and we help others if we can.

We listen carefully to the teacher and show good manners.

We are still learning lots of things and if we make mistakes we can learn from them.

Class Teacher

Melinda Michalski

Specialist Teachers

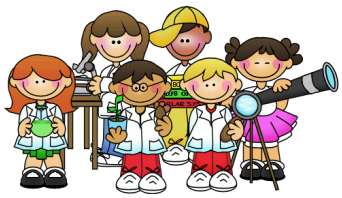
French - Delphine Todd

Visual Arts - Kate Phillips

Performing Arts - Kate Phillips

Physical Education— Solange Nancarrow

STEAM - Caitlin Filby



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Daily Schedule

Doors Open - 8:50 am

Classes Commence - 9:00 am

Recess - 11:00am

Classes resume - 11.30am

Lunch Eating - 1:30 pm

Lunch Break - 1:40 pm

Classes resume - 2:30pm

Day Concludes - 3.30pm

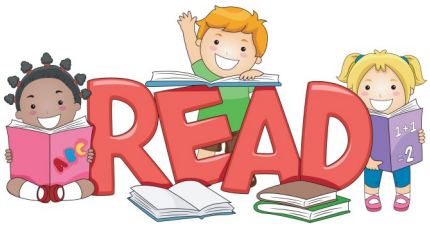
Specialist Schedule

Subject	Day	Time
French	Wednesday	12:15pm
Visual Arts	Tuesday	11:30pm
STEAM	Tuesday	12:30pm
Performing Arts	Monday	2:30pm
Library	Monday	12:30pm
Physical Education	Wednesday	2:30pm

Take Home Books

Students are encouraged to select a book of their choice from the appropriate reading box in their class each day.

- Students have a yellow 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.
- Many of the books that students bring home to read will be books that they will find slightly challenging but mostly easy to read independently.
- Home Reading is aimed at enjoyment and practise to build confidence, Most importantly there will be a focus on comprehension. Students should be able to retell events that have occurred, main characters and important details from within a text after reading it.
- In class, students will read at a higher level of difficulty as specific skills and reading strategies are taught explicitly by the teacher.
- Home reading should be an enjoyable experience, please celebrate the successes when achieving milestone nights of reading together!



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.

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For short absences or absences for more than two days please use the Compass app to notify the school of your child's absence.

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-student and peer group relationships. In the Prep year there will be a special breakfast offered in Term 4 as a part of the camping program.

Communication and Reports

The home-school partnership is vital. We encourage parents to contact teachers, or the 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 highlighting 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. Student led conferences 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—Early Years Literacy Program

Weeden Heights recognises the key to all future learning is a student's success in early literacy.

Our "Early Years Literacy Program" is a well planned, structured and comprehensive literacy program for students in the early years of schooling, it encompasses all aspects of reading, writing, speaking and listening

<u>The Early Years Literacy Program involves the following elements each day:</u>

- **CAFE Reading** (A program which focuses on four key components of successful reading; **Comprehension**, **Accuracy**, **Fluency** and **Expanding Vocabulary**)
- **VOICES Writing** (A program that explicitly teaches six key traits of writing; **Voice**, **Organisation**, **Ideas**, **Conventions**, **Excellent Word Choice** and **Sentence Fluency**.)

- Spelling including a phonics program—**Jolly Phonics**
- Each morning, students are actively involved in small teaching and learning groups which focus on a variety of reading, writing and oral literacy workshops and learning centers which are parent assisted and teacher guided.
- Students begin and conclude each session with a whole class focus on reading

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and writing and sharing of experiences.

- CAFE Reading aims to develop meaning and comprehension, improve reading strategies and critical analysis of texts using a variety of text types
- During writing sessions, the three 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 –Early Years Numeracy Program

Weeden Heights recognises that success in Mathematics in the early years of schooling is paramount to the acquisition of mathematical skills and understandings for life.

Our "Early Years Numeracy Program'' is based on the belief that all students can succeed in Mathematics given sufficient time and support.

The Early Years Numeracy Program involves 3 elements:

- A daily one hour numeracy session studying Mathematics under the interrelated strands of; **Number and Algebra**, **Measurement and Geometry** and **Statistics and Probability**
- A consistent, structured and balanced classroom program, including a range of teaching approaches, and continuous monitoring and assessment to assist in the provision of focused teaching

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 student.

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

Term One Focus - 'My Family History'

- Who the people in their family are, where they were born and raised, how they are related to each other and how their stories are communicated and shared
- Differences and similarities in family structures and the roles of family members
- Family traditions, leisure time and communications
- Sequence significant events about personal and family history to create a chronological narrative

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, digital cameras and the Internet.

Weekly Schedule and Specialist Programs

Languages

Students are learning French. 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 student 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 in grade 2. and above.

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, Year 1 and 2 students complete a series of 8 to 10 weekly swimming lessons each year.

Stephanie Alexander Kitchen Garden

Our junior students will be introduced to and have some opportunities 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

- 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

- We invite and encourage parents and special friends to participate in our volunteer program.

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
- 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 focus for these are Respectful Relationships, our school values, e-smart, mindfulness and meditation and our whole school wellbeing program BOUNCE BACK.

Whole School Assembly

Monday mornings commencing at 9:00am. 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:

Preps, Year 1 & 2

- Daily reading (5 - 15 mins per night)
- Weekly word lists (reading and spelling)
- Oral presentations (public speaking).
- Specially selected online or 'hands on' mathematics games and activities.

Teachers may set additional tasks to support the classroom program

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.

Many and varied opportunities are available for your involvement:

- Classroom assistance with various programs such as Early Years Literacy and Numeracy classroom support
- Being a vital part of our Stephanie Alexander Kitchen Garden Program by volunteering in either the kitchen or garden or both
- Accompanying classes on excursions
- Assisting in the Library with the maintenance and processing of books
- Assisting and coaching one of our many sporting teams and events
- 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.

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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

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

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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

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Ways You Can Help Your Child

Reading

- Share reading sessions with your child as often as time permits
- Listen to your child read on a regular basis
- 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 fabulous school and local libraries
- Read old favourites again and again to promote familiarity and confidence
- Listen to tapes 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
- Inside your child's Home Reading Log you will find a range of additional hints and suggestions which can be used as extra support and ideas. They may simply provide reassurance of what you are already doing!
- 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 your 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.

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MIOOW – Magic 100 Words

12 GOLDEN LEVEL WORDS			
a	I	it	the
and	in	of	to
be	is	that	was

20 RED LEVEL WORDS				
all	but	he	on	they
as	for	her	one	we
are	had	his	said	with
at	have	not	so	you

BLUE	GREEN	ORANGE	INDIGO	VIOLET
an	big	back	call	about
by	can	been	come	before
do	did	came	here	could
go	get	down	make	first
if	has	from	must	little
me	him	into	only	look
my	new	just	some	more
no	now	like	then	other
or	off	made	were	right
up	old	much	what	their
	our	over	will	there
	out	them	your	want
	see	this		where
	she	well		which
	two	went		
	who	when		

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