

Welcome to Warragul Primary School

FOUNDATION (PREP) TRANSITION

Warragul Primary School provides a supportive and challenging learning environment.

We celebrate success and respect the individual through our High 5 Expectations: Be Safe, Be Fair, Think, Learn and Care.

We welcome the active participation of parents and community members in our school.





Preparing for Foundation (Prep)

Tips for starting primary school:

- Encourage your child to do things on their own. This could be dressing, going to the toilet, washing their hands, unwrapping their food and opening and closing their drink bottle and lunchbox.
- We recommend Velcro shoes if your child is still learning how to tie their shoelaces independently.
- Practise the things your child will need to do to get ready for school (e.g. putting things in their bag, remembering to take a hat).
- Show your child where the school is and talk about how you will get there.
- Go to the school for a play during the Summer holidays so that your child is comfortable with the setting.



Morning and Afternoon Routines

- Try to get your child into a structured morning and afternoon school routine.
- You may decide to use a step by step chart for before school (e.g. wake up, get dressed, have breakfast, brush teeth and hair, pack bag) to ensure that your child is ready for school on time.
- Children may also benefit from a regular after school routine (e.g. unpack bag, have snack, read book with parent/carer, play, dinner, etc.).



Health

Healthy tips for school-aged children:

Children need a variety of different foods each day (e.g. fruits and vegetables, dairy products, grains, etc.).

- Snacks are an important part of a healthy diet for active children.
- Make snacks nutritious, not just high in energy.
- Plan to share meals as a family.
- Enjoy talking and sharing the day's happenings at mealtimes.
- Let children help with food preparation and meal planning.
- Encourage physical activities for the whole family.
- Encourage children to drink plain water, which is the only drink they are to bring to school.



Foundation (Prep) Assessments

- Students in Foundation (Prep) are assessed by their classroom teacher using the English Online Interview.
- The English Online Interview is an online tool for assessing the English skills of students from Foundation to level 2.
- It assesses students across the three modes of English in the Victorian Curriculum F-10 – reading, writing and speaking and listening.
- The interview is one-to-one between a teacher and student, using texts and downloadable resources. Teachers record each student's responses directly onto the online system.
- This data is used to generate reports that provide an overview of student achievement and help to inform future teaching and learning.
- These interviews will be conducted over the first few weeks of school. We will inform you of your interview times at a later date.



Assessment and Reporting

- Parent-Teacher-Student discussions are held during Term 1 and Term 3.
- Teachers actively encourage students to attend and take an active role in the meeting to assist in them taking responsibility for their own learning.
- Students present their celebration books and learning goals to their parents/carers and discuss their progress.
- Copies of written reports are sent home to parents at the end of Term 2 and 4.
- Parents and teachers are encouraged to discuss concerns throughout the year at a mutually agreeable appointment time.

Overview of a Typical Day



Beginning of the day

- Our classroom doors open at 8:55am and we start our day at 9:00am.
- Students and parents are welcomed with a smile!
- Students unpack their own bags and hand in any notices.
- They put their reading logs and diaries in the supplied boxes.
- Students look at the daily schedule for the day's exciting activities.





Overview of a Typical Day

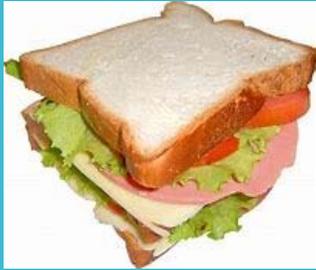
- Students usually do their Literacy learning in the morning from 9:00-10:50 am. This may include Shared/Modelled Reading, Literacy Groups and Writing/Handwriting.
- Students eat in the classroom from 10:50-11:00 am.
- We encourage them to eat half of a sandwich and some other healthy snacks, such as fruit or vegetables.
- They play outside from 11:00-11:25 am.



Overview of a Typical Day

- Students do one hour of Mathematics a day. Students learn different mathematical knowledge and skills through explicit teaching, games and activities.
- They have a break around 12:30 pm for 10 minutes.
- Students eat a piece of fruit or some vegetables and listen to a story that the teacher reads.





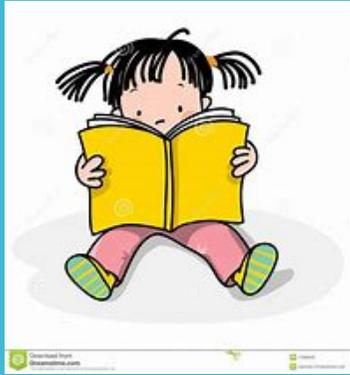
Overview of a Typical Day

- Children will come in from play and continue their learning. It may be an Integrated Unit of work (e.g. Science) or it could be a Specialist subject (e.g. Art, Chinese or PASE - Physical and Sport Education), depending on your child's timetable.
- Students eat in the classroom from 1:30-1:40 pm.
- We encourage them to eat the rest of their sandwich and some other healthy snacks.
- They play outside from 1:40-2:25 pm.



Overview of a Typical Day

- Children have one more hour before the end of the school day. They may spend this doing the High 5 Program or Buddies, etc.
- About ten minutes before school ends, students put their reading logs and diaries in their school bags.
- Teachers hand out any notes to go home.
- Students pack up their classrooms (stack their chairs and clean up).
- The school day ends at 3:25 pm.



Learning to Read

- Learning to read is a complex process for children.
- Children have to learn and put together many different pieces of a puzzle to be able to read a book independently.
- Some understandings that children require are:
 - the concept of one to one correspondence (making text to word connections).
 - a knowledge of the regular sounds of the letters of the alphabet (e.g. 's' for snake).
 - the ability to recognise and recall high frequency words (e.g. to, the).
 - the use of different reading strategies to work out unknown words (e.g. looking at the first sound of a word and the picture), etc.
- Be patient with your child as they learn to read and finger point at the words. Learning to read is like learning a new language!



Learning to Write

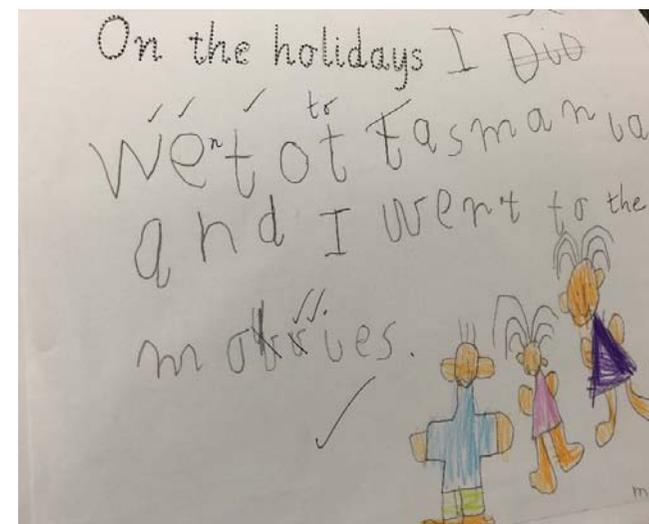
- Teachers often scribe for students when they are beginning to write.
- Children then start to experiment with different writing behaviours (writing from left to right, using full stops and capital letters, finger spacing between words, writing letters to represent sounds and copying high frequency words (e.g. be, you)).
- Students then progress to writing a short sentence or sentences.



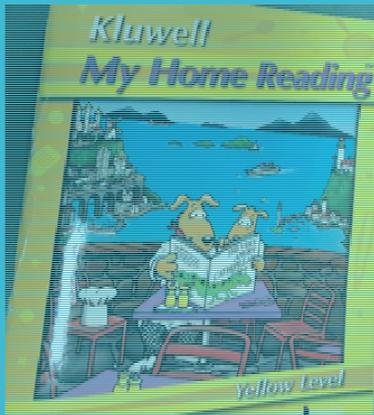
Progression of Writing



Teacher scribes for student. Student traces over writing.



Student is beginning to write high frequency words (e.g. and, I) and is starting to record the letters for the sounds of the alphabet.



Take home readers

- We encourage our students to continue their learning at home.
- Children take home a reading log, a book and a list of high frequency words to practise at home with their families/carers each night.
- They bring their reading logs, readers and diaries in their school satchels each day. Any notices from school will be sent home in these satchels as well.



Diaries

- We encourage open communication between families/carers and teachers.
- Each child has a diary that is checked and signed daily to record absences, notes, etc.

References

- Department of Health & Human Services, State Government of Victoria Australia (2018). *Eating Tips for School Aged Children*. Retrieved from <https://www.betterhealth.vic.gov.au/health/HealthyLiving/eating-tips-for-school-children>
- Victoria State Government Education and Training (2018). *Mathematics Online Interview*. Retrieved from <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/assessment/Pages/mathsassess.aspx?Redirect=2>
- Victoria State Government Education and Training (2018). *English Online Interview*. Retrieved from <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/assessment/Pages/default.aspx>
- Victoria State Government Education and Training (2018). *Tips for Starting Primary and Secondary School*. Retrieved from <https://www.education.vic.gov.au/parents/going-to-school/Pages/tips-starting-school.aspx>



High 5 Program

- We believe in supporting each student to achieve their best academically, socially and emotionally.
- To achieve this, our behaviour management focusses on preventative, corrective and recovery strategies.
- Students learn the school expectations (HIGH 5 Program): Be Safe, Be Fair, Think, Learn and Care.
- High 5s are taught weekly as part of the school curriculum.
- WPS is engaged in the School Wide Positive Behaviour Support Program underpinned by the explicit teaching of school expectations and by encouraging and acknowledging students who follow school expectations (e.g. receiving High 5 tokens).
- High Five awards are given to student by staff members across the school and teachers negotiate individual and class award with their classes.



Student Support Services

- Student Support Services provide specialised intervention and support to schools for students who may have learning, social or emotional difficulties.
- If you have concerns with regards to your child's learning, social or emotional development your first port of call is the class teacher.
- The class teacher can meet to discuss your concerns. Depending on the nature of the concern your child's teacher may create an Individual Learning Plan for your child and/or direct you to complete a vision and hearing assessment for your child (this is required prior to any referral to Student Support Services).
- If further support is deemed necessary the teacher will refer your child to the Assistant Principal to begin the referral process to Student Support Services.
- Services provided by Student Support Services include psychological and speech assessment and specialised visiting teachers.

WPS Specialist Programs



- Students spend one hour a week in P.A.S.E. and Art. They will also have a half-hour session of Chinese.





Buddies Program

- Foundation students are paired up with a child or pair of children from grade five and six.
- Buddies usually spend an hour a week together doing a learning activity (e.g. Athletics, Integrated work such as Science, etc.).
- Students learn interpersonal skills such as how to communicate and interact with others.
- The Buddies Program is something that our students look forward to each week and helps them to feel a sense of belonging with the school community.