Welcome!

The Junior School Team welcome you to a new year at Heany Park Primary School. We look forward to getting to know you and your child throughout the year as we work together to provide engaging and challenging learning opportunities. We encourage you to contact your child’s classroom teacher for any information, questions or concerns. If you wish to make a time to meet with your child’s teacher, please phone or email to make an appointment.

The Junior School teachers operate as a team, working and planning together. We support our students to further develop their initiative, self-discipline and independence as learners whilst nurturing them to develop confidence and a sense of self-worth.

This information book has been created to assist you in understanding some of the things your child will experience this year. There will be a Junior School fortnightly bulletin about learning and teaching to keep you updated. This will be posted on the school website. If you require a hard copy to be sent home, please request this via your classroom teacher.

We look forward to meeting you at the ‘Getting to Know You’ interviews on 9th or 11th February after school.

Communication

All school newsletters, fortnightly Year Level curriculum updates, notices and other information can be accessed via our school website www.heanyparkps.vic.edu.au.

Our newsletter and other information can also be accessed via our ‘TiqBiz’ program for computers and ‘TiqBiz’ app for smartphones, www.tiqbiz.com. For important reminders/notifications we use the TiqBiz app on smartphones as an SMS service.

Notices requiring a reply will be sent home as a hard copy. They will also be available electronically on our school website for you to print.

If your child is absent from school please provide an absent note on return to school. Please inform your classroom teacher and the office (Ph: 97645533) should you be planning an extended absence.
Learner Profile
The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners are:
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Literacy skills are emphasised throughout each day across all the curriculum areas.

Reading
The purpose of reading is to construct meaning from a variety of printed, dramatised, and visual texts. Reading is an essential part of our classroom programs and life. We explicitly teach strategies to help support students decode, make meaning from and enjoy a variety of texts. Teaching and Learning focus plan to support students thinking within the text, about the text and beyond the text.

Writing
Your child will participate in our school wide approach to writing with the explicit teaching of text types for different purposes and audiences. Students will explore a range of genres and develop skills to enable them to become proficient writers. Spelling and Grammar are integral to our writing program. Through the explicit teaching of phonics and whole class dictation, your child will be given feedback on their spelling and grammar, providing direction for what they are ready to learn next.

Speaking and Listening
Students will engage in various tasks to develop their Speaking and Listening skills. These include how to listen effectively, how to ask open questions and how to speak in a manner that engages the audience. Students will be encouraged to use a clear voice and appropriate volume and pace when speaking. Students will be encouraged to develop speaking and listening skills through show and tell and short presentations.

Numeracy
In the Junior School students learn to make connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts. Each lesson includes at least one key learning focus, e.g. Number (counting, place value and patterns), Space (shape and location), Measurement (estimating and measuring length, mass, area, capacity and volume), Chance (likelihood) and Data (interpreting data and creating graphs). Mental computation strategies are explicitly taught so students can calculate efficiently and develop automatic recall of basic number facts.

Transdisciplinary Learning
We start the year with activities and tasks which allows your child and his class and teacher to get to know each other. An Essential Agreement will be developed in each classroom. This establishes the expectations and guidelines for how the class will operate and treat each other to ensure everyone can be the best learner possible. It helps us to settle into new routines and habits for the year ahead and set high expectations. This supports our School Values and high quality teaching and learning for the year. Learning starts with gathering prior knowledge and misconceptions and designing tasks to build on students’ knowledge, understandings, skills and attitudinal development.

This year we have six units of inquiry:
These are detailed on the Yearly Planner which is inserted within this newsletter. You may want to place this on your fridge for easy reference. Please note the dates for opportunities for you to connect with your child’s learning.

Assessment
Ongoing assessment occurs everyday and informs what is to be taught and learnt next. Teachers conduct a variety of assessment tasks throughout the year. This includes standardised assessment and teacher-devised tasks that determine student achievement for reporting purposes.

All assessments from last year are taken into consideration when planning for learning. Accurate reading data is used to begin student’s work in reading groups. Student’s reading progress including the strategies they are / are not using and their comprehension is closely monitored. Assessment takes place on an ongoing basis over all lessons. It is used to plan teaching content and group students according to their learning needs.

Some students who are identified as requiring further assistance or extension may have an Individual Development Plan (ILP) prepared for them. Programs or tasks will be provided for school and at home to address student’s specific learning needs.

Each term students will be encouraged to reflect on their skills, understandings, work habits and effort. Teachers will work with students to identify and communicate their next steps for learning. Students will receive ongoing feedback about how they are progressing and what they can do to further their learning.

Homework Policy
A copy of our homework policy is available on the school website. An electronic copy is also being sent via Tighz and a hard copy is being sent home with this newsletter.

Expectations this year are: Daily reading, sight word/spelling word practice, maths activities to reinforce numeracy topics covered in class, organising Show and Tell, research and collection of materials for classroom inquiries. Reading homework has commenced. Other homework elements will commence over the coming weeks.

The above should not exceed 20 minutes a night four times a week.

Excursions & Camps
Friday April 15th—Ceres Excursion

Tuesday August 2nd —Saltbush Performance at Arts Centre

School values:
- Respect
- Acceptance
- Integrity
- Lifelong

IB attitudes and values:
- Appreciation
- Commitment
- Confidence
- Co-operation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

“The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn.”

“Develop a passion for learning. If you do, you will never cease to grow.”