



Heany Park
PRIMARY SCHOOL



Foundation Information 2026

Term dates

Term 1
29th January – 2nd April

Term 2
20th April – 26th June

Term 3
13th July – 18th September

Term 4
5th October – 18th December



The Foundation Team welcomes you to your child's first 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 Foundation 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 booklet has been created to assist you in understanding some of the things your child will experience this year. There will be 'Learning in the Classroom Newsletters' about learning and teaching to keep you updated. This will be published through COMPASS and posted on the school website.

Communication

COMPASS is our main form of communication with parents. We use this platform to:

- Ø Send newsfeed items and reminders
- Ø Newsletters
- Ø Excursions and Incursions information
- Ø Absent Reminders
- Ø Semester Reports
- Ø Complete payments
- Ø Booking Interviews and
- Ø Emailing teachers



An APP can be downloaded on your phone or you can access COMPASS on a computer.

Absent or Extended Holidays

Parents are asked to advise the school and teachers about absences from school due to illness or appointment through COMPASS.

Please inform your classroom teacher and the office via COMPASS if you are planning an extended holiday.

The QKR app is still available for the canteen and possible fundraising events.



Excursions

Throughout the year, students will have opportunities to learn both within and outside the classroom with a variety of incursions, guest speakers and excursions. These have been planned to enhance and elaborate on the understandings and skills developed throughout our Transdisciplinary learning. There will be opportunities for parents to be involved in these events along with other whole school activities. Incursion and Excursions already booked for this year include:

- Responsible Pet incursion
- Myuna Farm excursion
- Swimming Program (Fridays Week 1-8 Term 2)
- Museum of Art and Play excursion.

Further information for events throughout the year, will be sent home via COMPASS at appropriate times. Look out for our first event this year which will be the Foundation Picnic.

Literacy

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

Reading is an essential part of our classroom programs and life. We explicitly teach strategies to help support students to decode, make meaning from and enjoy a variety of texts. Students will explore and develop strategies divided into the areas of Thinking Within the Text, Thinking Beyond the Text and Thinking about the Text. During our Literacy block the ABC Reading Eggs Program will provide students with interactive stories and phonological activities to further develop their reading strategies.

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. Children will be introduced to Victorian cursive script, and they will practice handwriting daily with dotted thirds. They will be provided with explicit instruction and feedback about form, size placement and pencil grip. Later in the year students will develop their skills in revising and editing their writing.

Phonics

Phonics Plus provides our Foundation students with a systematic, evidence-based start to literacy. By building strong phonemic awareness and teaching the clear link between letters and sounds, students learn to blend for reading and segment for spelling. Through multi-sensory activities and regular practice, they develop the key skills needed for fluent reading and confident writing.

Speaking and Listening

Students will engage in various tasks to develop their Speaking and Listening skills. They 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 participation in class discussions and sharing their learning. Show and Tell is integral to learning these skills and developing confidence.

Important Events for your Calendar

12 Feb: School Photos

4 March: Prep Family Picnic

6 Mar: Curriculum Day (No Students)

9 Mar: Labour Day (No Students)

20 Mar: Harmony Day

1 April: House Cross Country

7 May: Prep Mother's Day Morning Tea

18-22 May: Education Week

8 Jun: Kings Birthday (No students)

15 June: Prep Celebration of Learning

23 & 25 Jun: Parent/Teacher Interviews

26 Jun: Community Helpers Parade

28 Jul: 100 Days of Prep

24 to 28 Aug: Book Week

27 Aug: Curriculum Day (No students)

4 September: Prep Father's Day

23 October: Grandparents Day

3 Nov: Melbourne Cup (No Students)

4 Nov: Curriculum Day (No Students)

12 Nov: House Athletics

2 Dec: Xmas Concert

16 Dec: Final Assembly

Numeracy

Foundation students learn to make connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics. Each lesson includes at least one key learning focus, e.g. Number (counting, place value, addition, subtraction, division and patterns), Space (shape and location), Measurement (estimating and measuring length, mass, capacity and time) and Chance 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. Lessons will begin with short Number Talks which allow classroom conversation around purposefully crafted problems that are solved mentally.



Transdisciplinary

As we begin a new school year at Heany Park Primary School, we're excited to engage your child in activities and tasks designed to foster a strong sense of community within their classroom.

One of the key elements of this process is the development of an Essential Agreement. This agreement outlines the expectations and guidelines for how the class will operate and interact with each other, helping to establish a positive and respectful learning environment. The Essential Agreement is instrumental in shaping the learning culture within the classroom, setting the stage for a successful year ahead. By adhering to this agreement, we aim to instil new routines and habits while maintaining high expectations for behaviour and academic achievement. It is a reflection of our School Values and our commitment to providing quality teaching and learning experiences throughout the year.

Throughout the year, your child will have the opportunity to explore four units of inquiry across various Transdisciplinary Themes. Each unit is centred around a key idea and includes lines of inquiry, key concepts, and learner profile attributes. These units are designed to encourage inquiry-based learning and develop your child's critical thinking skills across different subject areas.

We have included a Yearly Planner with this newsletter, outlining the units of inquiry your child will be involved in this year. Feel free to keep this planner in a convenient location, such as your fridge, for easy reference. Additionally, please take note of the dates provided for opportunities to engage with your child's learning throughout the year.

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



TRANSDISCIPLINARY THEMES



Assessment

During Term 1, for the first four weeks, we will be conducting entry level assessments in English and Mathematics to assess your child's literacy and numeracy skills. These assessments are an online process required to be completed by all Victorian Government schools. There is no pass or fail for these assessments; they provide us with a snapshot of what each child can do when they start school so that our teaching programs can accurately meet student's needs.

The literacy assessment involves oral language, letter recognition, phonological awareness, reading comprehension and writing. The numeracy assessment involves counting, number recognition and 1 to 1 correspondence. We also assess students in place value, addition, subtraction, multiplication and division. **Just a reminder that Foundation students commence their first full week of school on Monday 2nd March.**

Ongoing assessment occurs every day 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. At the commencement of the year, 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.

Students who are identified as requiring further assistance or extension will have an Individual Education Plan (IEP) 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, set and achieve personal learning goals to promote their progress.

Homework Policy

A copy of our homework policy is available on the school website and an electronic copy will be sent via COMPASS. In Foundation, reading daily forms the main component of student's homework and children are encouraged to talk about the texts they are reading with their family. Encourage your child each night to practice recalling the SMART Spelling common words from their spelling book. Make flashcards for the common words weekly and use them in games such as Memory, Go Fish and Snap. Students will have access to Reading Eggs via the website readingeggs.com.au and can practise a range of reading strategies via this platform.

HPPS

SCHOOL VALUES

RESPECT

Being tolerant, caring and supportive, and valuing ourselves and others



ACCEPTANCE

Acknowledge differences and change with an open mind



INTEGRITY

Being ethical, honest and fair in our dealings with others



LIFE LONG LEARNING

Our commitment to ongoing learning to develop skills and knowledge



MHiPS

Mental Health in Primary Schools

Heany Park PS is proud to continue their involvement in the Mental Health in Primary Schools Initiative, a program developed by the Murdoch Children's Research Institute in partnership with Melbourne University and the Victorian Department of Education. This initiative aims to strengthen the capacity of teachers and school communities to support the mental health and wellbeing of students.

As part of this initiative, Heany Park PS appointed Ms Cunningham as the Mental Health and Wellbeing Leader to support students, staff, and families across the school community. Ms Cunningham is a long-standing HPPS teacher with 20 years of experience, having taught across Foundation, Junior School, Senior School, Physical Education/Sport, and Visual Arts.

The Mental Health and Wellbeing Leader works closely with staff to enhance student wellbeing through the THRIVE Approach, Heany Park's whole-school framework for social and emotional learning. The role also involves supporting staff and families by providing guidance, sharing resources, and helping connect individuals with appropriate support services, both within the school and through external agencies. A key focus is the early identification and support of mental health concerns to ensure positive outcomes for students and the wider school community.

Throughout the year, families and staff will receive information, strategies, and resources through the school newsletter to support positive mental health and wellbeing. HPPS is committed to ensuring that its community has access to the tools and knowledge needed to foster a supportive, inclusive, and healthy learning environment for all students.



*Prue Cunningham
Wellbeing Leader*

The Thrive Approach

We use The Thrive Approach, a developmental approach, designed to meet the social and emotional developmental needs of all our children. It is informed by established findings in neuroscience; child development theory; attachment theory and research into the importance of play and creativity.

Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any concerning behaviours providing a firm foundation for academic attainment.

At Heany Park Primary School we use a screening tool and activity planning resource called Thrive-Online. This allows us to identify the whole groups social and emotional development and that they are supported in their classroom with activities. Thrive-Online will also identify any children in need of extra help. If the screening process suggests that your child would benefit from additional one-to-one support, from our Thrive Licensed Practitioner (will contact you, and with your consent will carry out a more detailed assessment to develop an action plan that gives specific strategies and activities for supporting your child within our school.)

Because we know that a child's well-being is best supported when school and home work together, we offer Family Thrive. This is a short, supportive course designed for parents and carers. It provides a deeper understanding of the Thrive Approach and offers practical strategies you can use at home. The course helps you understand your child's emotional needs and provides tools to build their resilience and confidence alongside the work we do in the classroom.

We understand that some circumstances may be sensitive, and confidentiality will be paramount at all times when you are discussing your child's needs with us.



Sue Houghten
Thrive Practitioner

Our Foundation Team



Elisha Pearce (Level Leader) and Tahlia Oluc