



Heany Park
PRIMARY SCHOOL



Middle School 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 Middle School Team welcomes 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 Middle 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 'Whole School Newsletters' about learning in our classrooms. This will be published through COMPASS and posted on the school website.

Thank you for entrusting us with your child's education. We're looking forward to a fantastic year of learning and discovery together.

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. Incursions, excursions and camps already booked for this year include:

- Swimming Program (Fridays, week 1-8, Term 2)
- Ancient Civilisation Experience Incursion
- Gould League Sustainability Excursion
- Extreme Weather IMAX Excursion
- Camp to Arrabri – 28th-30th October

Further information for events throughout the year, will be sent home via COMPASS at appropriate times.

Literacy

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

Reading

Students will engage with a variety of texts to develop independent literacy processing skills. These texts feature complex language, varied sentence structures, and diverse vocabulary, complemented by illustrations that support and extend the narrative. Students will listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as inform and persuade. They will engage in further inquiry to investigate the characteristics of texts including inferencing, making connections, summarising and maintaining fluency. Students will learn to share their thinking about books with others.



Writing

Students will be given the opportunity to write every day, personal or formal, to develop specific skills. These skills include the active process of planning, drafting, revising, editing, and publishing a range of text types. Students will write for a variety of purposes and audiences, including reports, expositions and narratives. The expectation is for students to write detailed texts using more sophisticated language forms than they have in previous years. The craft of writing will include grammar, punctuation and spelling. The teaching of handwriting also forms an important part of the program.

SMART Spelling

Students will continue to participate in the SMART Spelling Program. This will allow them to learn different words varying in complexity, but with a focus on the same spelling pattern. This means one student may be learning the word 'rain' and another the word 'contain' but they're both learning about the diagraph /ai/.

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. They will be encouraged to develop speaking and listening skills through participation in class discussions and sharing their learning.

Important Events for your Calendar

12 Feb: School Photos

6 Mar: Curriculum Day (No Students)

9 Mar: Labour Day (No Students)

11-23 Mar: NAPLAN

20 Mar: Harmony Day

1 April: House Cross Country

18-22 May: Education Week

8 Jun: Kings Birthday (No students)

19 June: Middle School Celebration of Learning Assembly

23 & 25 Jun: Parent/Teacher Interviews

24 to 28 Aug: Book Week

27 Aug: Curriculum Day (No students)

23 October: Grandparents Day

28 to 30 Oct: Middle School Camp

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

In the Middle School students increasingly use appropriate terms and symbols to describe computations, measurements and characteristics of objects. Each lesson includes at least one of the six key learning foci, eg: Number, Algebra. Measurement, Space, Statistics or Probability. Mental computation strategies are explicitly taught to ensure students use efficient mental and written strategies when exploring problems. Lessons will often 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 six 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



Assessment

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.

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.

In 2008, the National Assessment Program – Literacy and Numeracy – NAPLAN – commenced in Australian schools. The program continues this year with all students in Years 3, 5, 7 and 9 being assessed using common national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

Homework Policy

A copy of our homework policy is available on the school website.

Expectations for Middle School are up to 30 minutes per night, 4 nights per week. The main focus will be on daily reading.

Homework may also include the following:

- spelling/word work
- numeracy activities that reinforce classroom concepts
- research, collection of materials/resources and rehearsing presentations to support the classroom inquiries.

All students have access to online platforms to reinforce concepts learnt in class.

Teachers will offer children who have not done homework on time the opportunity to do it at one lunchtime.



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 Healy Park Primary School we use a screening tool and activity planning resource called Thrive-Online. This allows us to 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.)

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

Let's help every child
thrive



*Sue Houghton
Thrive Practitioner*

Our Middle School Team



Samantha Chia (Level Leader), Ashley Yankos, Christine Vavasseur, Olga Anagnostou