



2025

Year 1T Newsletter
Term 1



Dear 1T families,

Please find below some general information regarding the classroom program your child will be engaged in during Term 1 of this year. Please feel free to make contact by phone, email or by arranging a meeting to discuss your child’s progress at school.

Teacher: Jenna Newman
School Office: 3286 0666

Class: 1 T (turtles)

Email: admin@wellingtonpointss.eq.edu.au
Student Absences: 3286 0660

Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50-9.00	Set up for day	Set up for day	Set up for day	Set up for day	Set up for day
9.00-10.00	English	English	English	English	Parade
10.00-11.00			PE English	Science	English
11.00-11.40	First break				
11.40-1.10	Maths CHAMPS	Maths	Maths	Maths	Maths Arts
1.10-1.50	Second break				
1.50-2.00	Roll marking	Roll marking	Roll marking	Roll marking	Roll marking
2.00-3.00	Wellbeing	Science	Arts Library (TBC)	HASS	Enrichment Groups

Homework Expectations- checked each (everyday)

- **Reading** – DRA online
- **Maths** – Counting to and from 50
- **Spelling** – PLD word lists

In-Class Support

There are always students who work through tasks easily and accurately and those who need extra support and guidance. All students are catered for in our classroom, with a selection of activities:

- Promoting Literacy Development program – Whole class, small group differentiated learning activities.
- Classroom teacher, teacher aides and Inclusion teachers.
- Learning Support

Curriculum Focus

English

Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences. Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.

HASS

This term, students will develop questions about people and events in the past and collect and record information about continuity and change between aspects of their daily lives.

Mathematics:

As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:

- Develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities.
- Use physical and virtual materials to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits.
- Use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others.
- Use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations.
- Use simple surveys to collect and sort data, based on a question of interest, such as colour of eyes.
- Recognise that data can be represented in different ways such as objects, images, drawings, list and symbols.
- Compare and discuss the data by identifying patterns.

Science:

Students will observe the external features of living things, describing the features of both animals and plants and grouping them accordingly. Students will identify that living things live in different places that suit their needs.

The Arts:

This term in Visual Arts, students will experiment with visual art conventions, visual arts processes and materials creating a number of pieces using an inquiry approach and independently researching ideas.

Health and Physical Education: Health:

In this unit, students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities, differences, and recognise how diversity contributes to identities. Students will also learn about being respectful in relationships.

Health and Physical Education: Physical Education:

Developing ball skills - students will develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play practices.

Special Events/Excursions

Please see last page

How can parents/carers help

- Ensure homework is completed regularly and support them in their tasks.
- Read with them regularly. Get them to talk about what they are reading and ask questions.
- Ensure your child arrives to school on time and discuss their day with them.
- Communicating regularly with class teacher and keep up to date with newsletters and notes.

Work with honour

COURTEOUS

HONEST

AIM HIGH

MATESHIP

PROUD

SAFE

Classroom Management Plan

At Wellington Point State School, to work with honour, students are expected to:

- Be a Learner
- Be Respectful
- Be Safe

Class Expectations and Routines: Students will be explicitly taught the expectations and routines to be Wello CHAMPS.

Courteous – Raise your hand to speak in class. Line up and enter the classroom quietly. Speak kindly to others.

Honest - Follow the class rules. Own your behaviour. Ask for help if you need it.

Aim High – Be persistent and try your hardest to complete all class tasks. Be an active participant and learner. Be at school every day, on time. Set goals and apply feedback.

Mateship – Respect and help other students and staff. Celebrate the achievements of others.

Proud - Show pride in your work. Always try to do your best. Wear your uniform with pride.

Safe - Move safely around the classroom and school. Keep your hands and feet to myself. Use equipment appropriately.

Proactive Strategies:

- Build and maintain positive working relationships with students.
- Use of the following classroom routines and positive encouragement systems:
 - Verbal and non-verbal reinforcement.
 - Recognition of effort with praise and positive feedback.
 - Wello CHAMPS tickets, stickers, stamps, classroom rewards and prizes.
 - Student of the Week Award – Students awarded a certificate at weekly school assembly in acknowledgement of positive choices and learning behaviours.
 - Weekly Wello CHAMPS ticket draw and prizes on parade.
 - Positive CHAMPS postcards sent home throughout the term.

Positive Correction Strategies:

Use of a range of positive correction and prevention strategies including:

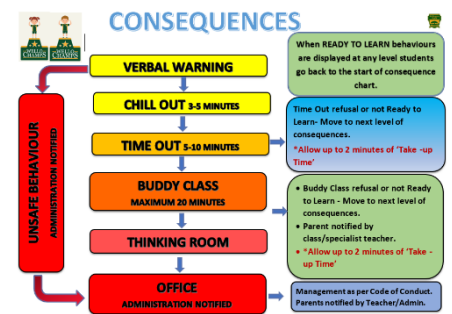
- Establish and maintain strong routines. Consistent use of classroom visual timetable.
- Consistently teach, reinforce, and positively acknowledge class expectations.
- Maintain high expectations of student behaviour and effort.

In-Class Consequences:

1. Verbal Warning
2. Chill Out – 3-5 minutes
3. Time Out – 5-10 minutes
4. Buddy Class – maximum 20 minutes. Students will reflect on their behaviour, complete Buddy Class reflection sheet and return to their classroom ready to learn.
5. Thinking Room
6. Office

** Unsafe major behaviour will result in student being sent straight to the office.

Refusal to follow directions at any stage will result in the student moving to the next step in the consequence chart.



School Thinking Room Procedures:

- Students not meeting behavioural expectations will be referred to the Thinking Room. Here they work with a trained teacher and are guided through a restorative process.
- Students will participate in a restorative conversation and complete a choices map and/or restorative conversation sheet focussing on “How will you make it better?” strategies.
- Student then discuss their completed plan with their class teacher, who will support them to follow through with the agreed actions.
- Thinking Room teacher will also follow up with the student to ensure their plan was actioned.
- Parents will be notified by the class teacher when a student is referred to the Thinking Room.

Further Behaviour Support and Consequences:

Students requiring extra support to manage behaviour will be referred through the Case Management Process. Further supports may include:

- Check In/Out Program with Deputy Principal
- Classroom or playground behaviour plans
- Social Skill Program
- Supported Eat and Play

Students who continually do not meet behavioural expectations or display a major behaviour that impacts the safety or rights of others may be suspended at the discretion of the Principal.

COURTEOUS

HONEST

AIM HIGH

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SAFE

Special Events/Excursions: Term 1, 2025

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1 27/1 – 31/1	AUSTRALIA DAY PUBLIC HOLIDAY	<ul style="list-style-type: none"> First day students return to school 			<ul style="list-style-type: none"> First Whole School Parade 9am
2 3/2 – 7/2	<ul style="list-style-type: none"> Class information sheets and management plans emailed to families 				<ul style="list-style-type: none"> Whole School Parade 9am
3 10/2 – 14/2		<ul style="list-style-type: none"> Parent Information Sessions 3:30pm and 4:15pm (finish 4:45pm) 		<ul style="list-style-type: none"> Wake Up with Wello Starts 8:15am 	<ul style="list-style-type: none"> Captains and Peacekeeper Parade – Whole School 9am Wellbeing Friday Enrichment Programs start
4 17/2 – 21/2				<ul style="list-style-type: none"> Wake Up with Wello Bravehearts P-2 9am 	<ul style="list-style-type: none"> Whole School Parade 9am 2025 Captains Morning Tea with Leadership Team Wellbeing Friday Enrichment
5 24/2 – 28/2	<ul style="list-style-type: none"> HALOGEN School Captains Day - Excursion 		<ul style="list-style-type: none"> Student Council Free Dress Day 	<ul style="list-style-type: none"> Wake Up with Wello 	<ul style="list-style-type: none"> Whole School Parade 9am Wellbeing Friday Enrichment
6 3/3 – 7/3			<ul style="list-style-type: none"> CHYMS Good Mental Health Rocks – Year 6: 9-11am 	<ul style="list-style-type: none"> Wake Up with Wello Tooth Fairy Visit 9am 	<ul style="list-style-type: none"> Whole School Parade 9am International Women’s Day (March 8) Wellbeing Friday Enrichment
7 10/3 – 14/3	<ul style="list-style-type: none"> Tooth Fairy Van week 7-10 (Admin carpark) 		<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) 	<ul style="list-style-type: none"> Wake Up with Wello NAPLAN (Year 3 & 5) 	<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) School Photos Day NO Parade Today
8 17/3 – 21/3	<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) 	<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) 	<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) 	<ul style="list-style-type: none"> Wake Up with Wello NAPLAN (Year 3 & 5) Chappy Subway 	<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) Cross Country 9am – 1pm NO Parade Today
9 24/3 – 28/3	<ul style="list-style-type: none"> NAPLAN Year 6 Camp 	<ul style="list-style-type: none"> Year 6 Camp 	<ul style="list-style-type: none"> Year 6 Camp 	<ul style="list-style-type: none"> Wake Up with Wello 	<ul style="list-style-type: none"> Whole School Parade 9:00am Wellbeing Friday Enrichment
10 31/3 – 4/4		<ul style="list-style-type: none"> HARMONY DAY Parent Teacher Conversations 3:10pm - 6:30pm 			<ul style="list-style-type: none"> No Parade Today Easter Hat Parade P-2 9am Student Council Easter Disco