



Dear 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, class dojo message or by arranging a meeting to discuss your child's progress at school.

**Teacher:** Jenna Newman

**Teacher Aide:** Sonya Cowling

**Class:** Prep N

**Email:** [admin@wellingtonpointss.eq.edu.au](mailto:admin@wellingtonpointss.eq.edu.au)

**School Office:** 3286 0666

**Student Absences:** 3286 0660

**Timetable**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50-9.00	CHECK IN CIRCLE	CHECK IN CIRCLE	CHECK IN CIRCLE	CHECK IN CIRCLE	CHECK IN CIRCLE
9.00-11.00	INQUIRY LEARNING 	PLD and DRA SCIENCE	INQUIRY LEARNING 	INQUIRY LEARNING 	PARADE  PLD and DRA
11.00-11.40 <b>First break</b>					
11.40-1.10	MATHS PE	MATHS PE	MATHS 	MATHS 	Music LIBRARY
1.10-1.50 <b>Second break</b>					
1.50-2.00	Roll marking	Roll marking	Roll marking	Roll marking	Roll marking
2.00-2:45	BEHAVIOUR FOCUS Social Skills	MATHS 	SCIENCE 	TECHNOLOGY 	PASSION PROJECTS 
2:50 - 3:00	CHECK OUT CIRCLE	CHECK OUT CIRCLE	CHECK OUT CIRCLE	CHECK OUT CIRCLE	CHECK OUT CIRCLE

**Homework Expectations- HOMEWORK FOLDER TO BE RETURNED DAILY**

- **Spelling** – phonics and High Frequency Words
- **Reading** – reading with your child every night
- **Maths** – counting forwards/backwards 1-10 and number recognition in the environment

**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:

- Differentiated teaching and learning, Teacher and Teacher aide one-on-one support, whole class to individual support, small group learning, investigative learning, guidance, Structured Synthetic Phonics (PLD).

**Curriculum Focus**

- **Inquiry (English and HASS):** Students explore and identify how people and objects help them to remember. Students explore stories about families by drawing and speaking in an informal setting.
- **Mathematics:** Students group familiar objects based on common characteristics. Number recognition to and from 10.
- **Science:** In Biological Science this Term, students will investigate how the environment affects them and other living things. They will participate in guided investigations and make observations using the senses and will be introduced to the Learning Assets: collaboration, communication, researching, self-managing, and thinking logically, creatively and reflectively.
- **Media Arts:** Students explore characters and settings in media artworks inspired by family stories.
- **Music:** This semester, the Prep students will be developing aural skills by exploring and imitating sounds, pitch and beat using voice, movement, body percussion and un-tuned percussion instruments. They will be matching and imitating pitches to sing in-tune, and experimenting with their speaking and singing voices while exploring the expressive possibilities of their voices and movements. They will be learning a repertoire of chants, songs and rhymes. The students will be moving to music, both recorded and class generated, to explore time and space. They will use body percussion to feel and show the beat and tempo and improvise patterns to accompany their songs and rhymes.
- **Health: (I can do it):** In this unit students will explore information about what makes them unique, identifying their strengths and achievements. Students will identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.
- **Physical Education:** Fundamentals of movement - students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping.
- **Technologies:** Students explore, use and identify components of ICT's.

Special Events/Excursions



**TERM 1 2024 CALENDAR**

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1 22/1 – 26/1	<ul style="list-style-type: none"> <li>First day students return to school</li> </ul>				AUSTRALIA DAY PUBLIC HOLIDAY
2 29/1– 2/2	<ul style="list-style-type: none"> <li>Class information sheets emailed to families</li> </ul>		<ul style="list-style-type: none"> <li>Year 6 Kitchen Lessons commence</li> </ul>		<ul style="list-style-type: none"> <li>First Whole School Parade 9am</li> </ul>
3 5/2 – 9/2		<ul style="list-style-type: none"> <li>Meet the Teacher Meetings 5pm start</li> </ul>			<ul style="list-style-type: none"> <li>Captains Parade – Whole School 9am</li> <li>Wellbeing Friday Enrichment Programs start</li> </ul>
4 12/2 – 16/2					<ul style="list-style-type: none"> <li>Peacekeeper Parade – Whole School 9am</li> <li>2024 Captains Morning Tea with Leadership Team</li> </ul>
5 19/2 – 23/2				<ul style="list-style-type: none"> <li>Wake Up with Wello Starts</li> <li>Bravehearts P-2</li> <li>Year 5 Gold Rush Excursion</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Parade 9am</li> </ul>
6 26/2 – 1/3			<ul style="list-style-type: none"> <li>CHYMS Good Mental Health Rocks – Year 6</li> </ul>		<ul style="list-style-type: none"> <li>Whole School Parade 9am</li> </ul>
7 4/3 – 8/3	<ul style="list-style-type: none"> <li>Year 6 Camp</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 Camp</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 Camp</li> </ul>		<ul style="list-style-type: none"> <li>International Women’s Day</li> <li>School Photos Day</li> <li>NO Parade Today</li> </ul>
8 11/3 – 15/3			<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Cross Country 9am – 1pm</li> <li>NO Parade Today</li> </ul>
9 18/3 – 22/3	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Parent Teacher Interviews</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Chappy Subway</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Whole School Parade 9:00am (Student of Week Awards today) TBC</li> <li>OSPREY Touch</li> </ul>
10 25/3 – 29/3	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>HARMONY DAY</li> </ul>		<ul style="list-style-type: none"> <li>Easter Hat Parade P-2</li> <li>Disco TBC</li> </ul>	GOOD FRIDAY

### 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**

## 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:

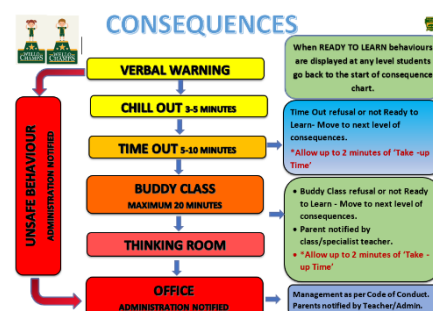
- Establish and maintain strong routines. Consistent use of classroom visual timetable.
- Consistently teach, reinforce, and positively acknowledge class expectations.
- Maintain high expectations of student behaviour and effort.

### 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

MATESHIP

PROUD

SAFE