

2026 AND 2027 HANDBOOK



GILGAI PLAINS PRIMARY SCHOOL

*Sparkling joy in learning and compassion
in hearts*



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Welcome



It is an absolute honour to be the Principal of Gilgai Plains Primary School.

I have been an educator for over 30 years and am just as passionate today about my role, as I was when I first started teaching. I am looking forward to meeting you and your family and I warmly welcome you to the Gilgai Plains Primary School community.

I am a leader who cares for my staff and supports them to always put our student's best interests at the centre of everything that we do and every decision we make. To achieve our vision, teachers have endured a rigorous selection process that identified them as lifelong learners and highly skilled, caring professionals who will ensure our motto, **"Sparkling Joy in Learning and Compassion in Hearts,"** is our reality.

At Gilgai Plains PS we strongly believe that respectful relationships provide a solid foundation for life. We aim to foster and sustain positive and productive relationships between staff, students and families. Our school culture is built by living, working and playing according to our school values, **Respect, Kindness, Zest and Learning Together**, which are promoted and modelled by all of our community.

Every person who walks through the doors of Gilgai Plains Primary School is significant. It is important that every student and teacher sustains a sense of joy and happiness for learning, develops the skills to take on any challenges they face and importantly, be able to play and have fun.

I look forward to the year ahead and partnering with you, to provide the children in our community, the very best learning opportunities.

Anthea Jamieson

Principal
Gilgai Plains Primary School





Our Logo and Name

Our Logo

The outer blue ring represents a circle of friendship and strength of community that surrounds the diamond that is our school. The four connecting bonds represent the Gilgai Plains Primary School values that will drive everything we do, Respect, Kindness, Zest and Learning Together. The yellow sun portrays the positivity, energy and warmth of the Kalkallo community shining over Gilgai Plains Primary School. The colours in our logo depict the warm and calm colours that are featured within our school walls and design.

Our Name

Gilgai Plains Primary School was chosen by the Education Department as the school name following community consultation and discussions with Geographic Names Victoria, taking into account factors including public interest, relevance to the local area, and local Indigenous languages. Gilgai (pronounced gihl-guy) is a Woi wurrung word of the Wurundjeri people meaning small watering hole.



Our Motto, Vision and Mission

Our Motto

- Sparking joy in learning and compassion in hearts.

Our Vision

- To develop confident, resilient and resourceful thinkers who strive to achieve their best and contribute to make the world a better place.

Our Mission

To ensure that every child at Gilgai Plains PS:

- Is kind to self, others and our environment
- Feels safe, happy and well
- Is greeted with a smile and a hello and loves coming to school
- Is seen
- Is literate and numerate and experiences continual growth and success
- Has diverse learning opportunities
- Works hard and allows others to be their best
- Has at least one good friend and knows how to make friends and keep friends
- Has someone to go to when needed



Our Values



We act with **KINDNESS**



At Gilgai Plains, we believe Kindness is the foundation of a positive and supportive learning environment. We explicitly teach and encourage our students to demonstrate kindness in their words, actions, and attitudes each day.

We expect students to:

- Speak respectfully to peers, staff, and visitors.
- Use polite language such as "please," "thank you," and "excuse me."
- Include others in play and group activities.
- Offer help to classmates who may be struggling.
- Show care for younger students and act as positive role models.
- Demonstrate empathy by listening and responding thoughtfully when others are upset or in need.
- Take pride in contributing to a safe, welcoming, and inclusive school community.

Kindness at school also means taking responsibility for one's actions, resolving conflicts respectfully, and understanding that our words and behaviours impact others. By working together, we can support our children in developing strong character, compassion for others, and the social skills they need to thrive both at school and beyond.

We behave with **RESPECT**



At Gilgai Plains, Respect is about building understanding, valuing differences, and recognising the worth of every individual. We explicitly teach students that respectful behaviour helps create a safe, inclusive, and positive learning environment for all.

We expect students to:

- Speak and act courteously toward peers, staff, and visitors.
- Listen attentively when others are speaking without interrupting.
- Appreciate and celebrate differences in culture, background, ability, and opinion.
- Assume positive intentions and approach disagreements calmly and thoughtfully.
- Follow school rules and classroom expectations.
- Care for school property, personal belongings, and the environment.
- Use appropriate language and tone, even when feeling frustrated.

Respect also means taking the time to understand others' perspectives and showing patience and empathy during challenging situations. We encourage students to remain engaged in conversations until everyone feels heard and understood.



We act with **ZEST**

At Gilgai Plains, Zest is about approaching learning and life with enthusiasm, energy, and a positive attitude. We encourage students to fully engage in their learning and school experiences always giving their best effort.

We expect students to:

- Smile and greet our school community
- Approach learning tasks with focus, effort, and a willingness to try.
- Participate actively in class discussions, activities, and school events.
- Demonstrate perseverance when work feels challenging.
- Show curiosity and a desire to learn new things.
- Maintain a positive attitude toward learning and personal growth.
- Take care of their physical and emotional wellbeing so they are ready to learn each day.

Zest at school means being ready to embrace opportunities, contribute positively to the classroom environment, and take pride in personal effort and achievement. Students who act with zest help create vibrant, engaging classrooms where learning is energising and meaningful. By working together, we can support our children in developing resilience, motivation, and a lifelong love of learning.

We love **LEARNING TOGETHER**



At Gilgai Plains, Learning Together means fostering a genuine love of learning while working collaboratively with others. We believe that learning is most powerful when students are curious, engaged, and willing to both contribute to and learn from those around them.

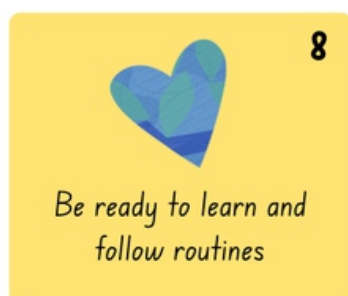
We expect students to:

- Approach learning with curiosity and a willingness to grow.
- Work cooperatively with classmates, sharing ideas and listening to others.
- Contribute positively to group tasks and discussions.
- Respect and value the knowledge, skills, and perspectives of others.
- Take responsibility for their own learning while supporting the learning of their peers.
- Demonstrate persistence and commitment when developing new skills and understanding.

Learning together means recognising that everyone has something valuable to contribute. We encourage students to celebrate one another's successes, offer support when challenges arise, and embrace opportunities to deepen their knowledge as a community. By partnering with families, we aim to nurture confident, collaborative learners who are motivated not only to achieve individually, but also to grow and succeed alongside others.

Our Top 10 Habits

Our Gilgai Top 10 connect to our School Wide Positive Behaviour Support (SWPBS) framework. These are 10 key behaviour expectations that reflect our school's collective commitment to creating a safe, respectful and inclusive learning environment for all students.



House Program



Freeman House (Yellow)

Named after Cathy Freeman, the first Australian Indigenous person to become a Commonwealth Games gold medalist at age 16 in 1990. Freeman also lit the torch in the 2000 Olympic Games in Sydney. Freeman won the Olympic title in a time of 49.11 seconds, becoming only the second Australian Aboriginal Olympic champion. Since retiring from athletics, Freeman has become involved in a range of community and charitable activities.

Mabo House (Green)

Named after Eddie Mabo, a Meriam man from the Torres Strait Islands. He is remembered for his efforts to secure Indigenous land rights. He led a 10-year battle through the Australian legal system, but sadly, passed away just months before the courts ruled in his favour in 1992 – paving the way for the Native Title Act.



Namatjira House (Red)

Named after Albert Namatjira, A celebrated watercolour artist, Albert Namatjira dedicated much of his life to raising awareness of the social injustices imposed on Indigenous communities. He was also the first Indigenous person to be granted Australian citizenship.



Goolagong House (Blue)

Named after Evonne Goolagong Cawley AC MBE. She is an Australian former world No. 1 tennis player. Goolagong was one of the world's leading players in the 1970s and early 1980s. Goolagong was named Australian of the Year in 1971. She was appointed as a Member of the Order of the British Empire in 1972 and as an Officer of the Order of Australia in 1982. Goolagong was inducted into the Sport Australia Hall of Fame in 1985 and the International Tennis Hall of Fame in 1988.



Our Leadership Team



Anthea Jamieson
Principal



Scott Woolcock
Assistant Principal
Empowerment
& Achievement



Lisa Stafford
Assistant Principal
Wellbeing
& Operations



Emily Hyde
Assistant Principal
Teaching and Learning



Lisa Walker
Learning Specialist
Foundation



Tenielle Bennett
Learning Specialist
Year 1



Michelle Harrington
Learning Specialist
Year 2



Aleisha Scott
Learning Specialist
Year 3



Casey Roberts
Learning Specialist
Year 4



Candice Huntly
Learning Specialist
Year 5 & 6

Wellbeing Staff



Tracy Loebert
Disability & Inclusion
Leader



Stacey Crosthwaite
Mental Health & Wellbeing
Leader



Natasha Caruso
Wellbeing Leader

Admin Staff



Kara Wilson
Business Manager



Leanne Dalton
Administration
& Finance

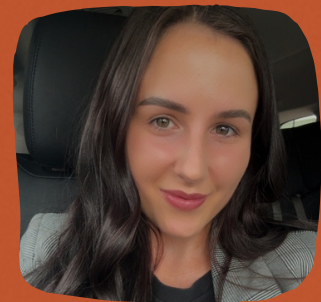
Pina La Face
Community Partnerships and
Operations Manager



Monalisa Chawdhury
First Aid Officer and
Administration



Lisa Kyle
Enrolment Manager
and Administration



Shannon Edwards
Administration
& First Aid

Sessions and Bell Times

The times of the school day are set out below:

8:50am: Classroom doors open & students go to classrooms

9am - 10am: Session 1 (brain food fruit/vegetable break)

10am - 11am: Session 2

11am - 11:30am: Recess

11:30am - 12:30pm: Session 3

12:30pm - 1:30pm: Session 4

1:30pm - 1:40pm: Lunch Eating Time (inside classroom)

1:40pm - 2:10pm: Lunch

2:10pm - 3:10pm: Session 5

Teachers will dismiss your children outside their classroom at 3:10pm and be available to meet and greet parents during this time.

Individual class timetables will be sent out to families at the beginning of the new term by your child's classroom teacher.

2021 Term Dates

Term 1

27th January (Curriculum Day - no students)

28th January (Meet the Teacher - no students)

Friday 29th January (Year 1-6 students) - 25th March

Term 2

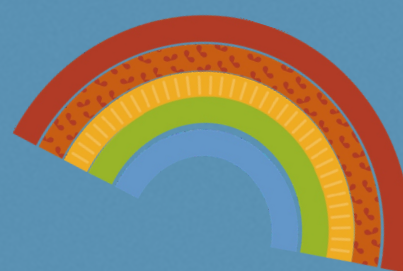
12th April to 25th June

Term 3

12th July to 17th September

Term 4

4th October to 16th December





Foundation Information Evening

For 2027 Enrolled Families

Wednesday 14th October 2026
5pm to 6pm



Foundation Transition Dates



Foundation Transition Dates Term 4 2026 (For Foundation 2027 Students)

Research has shown that children who experience a positive transition to school are more likely to develop stronger academic, social and emotional skills. Transition is more than an orientation program. It is a process that begins before school starts and often extends into a child's first year of schooling. Transition is about each child and their family developing a connection to the school and wider community.

Our transition program, including at school sessions and assessment days, provide the important opportunity for our teachers to begin to recognise each student's interests, abilities, strengths and areas for growth. This ensures that our students become familiar with their environment and educators, as well as developing new friendships and connections.

The transition sessions are outlined below:

Session 1

Thursday 5th of November 3:30pm to 4:30pm

Session 2

Thursday 12th of November 3:30pm to 4:30pm

Session 3

Thursday 19th of November 3:30pm to 4:30pm

The first 3 transition sessions will be conducted in different groups, rooms and with a variety of our Foundation teachers. This provides teachers with the chance to observe students and develop relationships with them.

Session 4

Thursday 26th November 3:30pm to 4:30pm

The final transition session is where students will be placed in their 2027 room and class, along with their Foundation teacher. This enables our students to begin school feeling safe, comfortable and ready to learn.



Foundation Dates 2021

Every Foundation student will take part in a half hour session of one to one assessment with their classroom teacher. This assessment will focus on literacy and numeracy and will be hands on and engaging, so it doesn't feel like a test. This time for assessment assists our teachers to have a clear understanding of the curriculum needs for each child and plan an individual learning program which caters to this.

Dates for the Foundation for 2021 will be outlined below:

Week 1
Thurs 28th January- Meet the Teacher (no school)
Friday 29th January - Foundation Assessments (no school)

Week 2
Mon 1st February - Foundation students commence school
Tues 2nd February - Foundation students attend school
Weds 3rd February - Foundation Assessments (no school)
Thurs 4th February- Foundation students attend school
Fri 5th February - Foundation students attend school

Week 3
Mon 8th February- Foundation students attend school
Tues 9th February- Foundation students attend school
Weds 10th February- Final day for assessments (no school)
Thurs 11th February- Foundation students attend school full time
Fri 12th February - Foundation students attend school

Week 4
Mon 15th February- Foundation students attend school
Tues 16th February- Foundation students attend school
Weds 17th February- Final day for assessments (no school)
Thurs 18th February- Foundation students attend school full time
Fri 19th Feb - Foundation students attend school



Meet the Teacher 2021

Thursday 28th Jan - Foundation to Year 6

Families are invited to attend our 2021 Meet the Teacher Sessions at Gilgai Plains Primary School. Parents will be invited to attend a session with their child to meet their 2021 teacher, learn about the year ahead and have the opportunity to ask questions and share information. Classrooms will be open at a designated time on Thursday 28th January. Information about your child's classroom time will be sent closer to the day. Student book packs will be available for pick up at this time.

No bookings are necessary.



School Information

Daily Organisation

Classroom doors will open at 8:50am for students to enter the classroom, set themselves up for learning and begin their "Do Now" activity. Younger children will be assisted by their teacher initially, to build and develop their independence and self management skills. Music will play at 8.50am to indicate that it is time to enter the classroom. At 9am it is expected that all children are ready for learning. The teacher will assist the students to become familiar with this routine.

It is extremely important that students develop good habits of punctuality and regular attendance, as well as a positive attitude towards school. Don't underestimate your role in developing these attitudes. Each day your child will need to bring; a water bottle (refillable) and their lunch box (with recess snack and lunch)

Book Packs

Parents will be able to purchase their child's Book Pack which will allocate students with their text books and stationary supplies which is done through KaKa Kids. This forms part of the parent payments.

Out of School Hours Care (OSHC)

The School has a before and after school care program available for students. The service is designed with working families in mind, ensuring parents can continue in their work environment without concerns about the safety and care of their children. Before school care is available from 6:30am. After school care starts from the end of the school day and finishes at 6.30pm.

Student Supervision

Yard duty staff supervise students on school grounds from 8.45am until 9.00am, during recess and lunch and after school from 3.10pm to 3.25pm. Teachers on yard duty wear fluorescent vests so students can quickly identify them.

If it is too wet or hot for the students to play outside, teachers will share the supervision of the students in classrooms. For safety reasons, students are not permitted to be in classrooms when the teacher is not in attendance.

Late Attendance & Early Departure

All students who arrive after 9am must report to the front office and sign in via the Compass kiosk. Students will be given a late pass to hand to their teacher. Students arriving late to class without a late pass will be sent to the office to collect one. Students departing school early must be signed out and collected by a parent or nominated adult from Reception.

Attendance & Absences

Regular and full-time attendance is vital if a child is to make appropriate educational, emotional and social progress. In line with Department of Education requirements, all absences need to be recorded by the school and the reason for the absence provided. Please notify the school via Compass or phone (03)8779 0000 on the day your child is absent, or earlier, so we know your child is safe.

If your child is unwell, please keep him or her at home to avoid the spread of infection. Although not encouraged, if your child is going to be away on holidays during the school term, please advise the school in writing with as much notice as possible.

School Information

School Uniform

At Gilgai Plains Primary School we are proud of our student uniform. Wearing our school uniform contributes in a meaningful way to ensuring each student has pride in being a member of our school.

The wearing of school uniform is compulsory for all students. Our uniform is available from Academy Uniforms in Craigieburn (71 Potter Street, Craigieburn). Please refer to the uniform list. Students may wear plain black pants, shorts or skorts as part of their Gilgai uniform.

Sturdy 'all black' footwear is required. This includes school shoes or runners worn with black or white socks.

The school bag is considered an important part of the uniform as it is carried on the way to and from school. It has been designed for the children to carry all of their belongings, safely and comfortably. It is compulsory for all students.

It is an expectation that uniform will be correct, clean, and in good repair and we ask parents to help maintain high standards of general appearance.

Sun Smart

Under the School's Sun Protection Policy, the school 'bucket hat' is a compulsory item of clothing for all students and must be worn in Terms 1 and 4. Parents can purchase hats at Academy Uniforms (other hats will not be permitted).

Students without hats will be required to remain in the designated shade areas at all times when outside for lessons and/or recesses. We ask parents to ensure their child applies sunscreen each morning before school and to please provide sunscreen for their child in their school bag. We ask that you partner with us to ensure your child knows how to apply sunscreen. Staff are unable to apply sunscreen on students.

Lost Property

To make it easier for misplaced items to be returned, all garments must be clearly named. Lunch boxes and bags need to be clearly labelled as well as all items of clothing. Parents should encourage their child to put clothing into lockers or bags. Staff make every effort to trace items of lost property. The school does not take responsibility of any lost items.

Pets

Pets are not permitted on the school grounds.

Excursions/Incursions

Throughout the year, children will be involved in excursions out of the school or attend special performances or activities provided by groups visiting the school. These direct experiences will be related to their classroom programs and are an integral part of your child's education.

If there is an additional cost, parents will be provided with the information at the beginning of every term.

House Program

At Gilgai Plains Primary School, students and staff are divided amongst four Houses and will remain in these Houses until they graduate. The four houses are Goolagong (blue), Mabo (green), Namatjira (red) and Freeman (yellow).

Throughout the school year, students earn points for their Houses for good behaviour, special accomplishments, and more. These points will go towards the House Cup. Students will also compete in competitions with their Houses, such as Athletics and Cross Country days.



School Information

Partnering with Parents

At Gilgai Plains Primary School, we highly value the partnership between our teachers and families. We encourage parents to actively support our school by joining our Parents & Friend's Association or volunteering when possible. A copy of your Working with Children Check (WWC) must be provided to the school office. If you do not have a current WWC, please visit <http://www.workingwithchildren.vic.gov.au/> to lodge your application – it is a free, quick and simple process to follow. Information regarding opportunities to volunteer for events will be sent through Compass and Facebook.

Working parents who are unable to volunteer can give support in other ways. This might include responding to parent surveys, offering useful suggestions and ideas for school initiatives, attending out of hours school events, and supporting fund raising projects.

Communication with Teacher

Student's success at school is built through a three-way partnership between families, the school and the student. Parents will receive written reports and be invited to parent/teacher conferences throughout the year. Dates for reporting will be communicated in Term 1.

Ongoing, informal communication is very important. If parents have any concerns at all, they are encouraged to discuss them with the teacher. This can be done by emailing the teacher via Compass or ringing the school office to make an appointment. Our teachers are always happy to speak with parents.

Behaviour

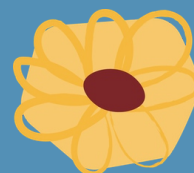
At Gilgai Plains PS we believe that every individual matters. A Student Code of Conduct is detailed in our School Policies and will be available to all families upon request at the office. The Student Code of Conduct is based on our school values of respect, kindness, zest and learning together. We are guided by the framework of SWPBS (School Wide Positive Behaviour Support) which supports us to improve the social, emotional, behavioural and academic outcomes for our children.

Compass

Compass is our School Management System and point of communication between school and home. Through the Compass Parent Portal you can access up-to-date information about the school and your child's progress.

Some of the features of the parent portal include:

- Viewing Semester Reports
- Booking Parent Teacher Conferences
- Consenting and paying for school events
- Viewing school Newsletters
- Adding attendance information
- Viewing school news items and relevant information.



Student Health, Safety and Wellbeing

Student Health

In the interest of all students and staff, if your child is unwell they should not be sent to school. A student who is ill is unable to fully participate in school activities. A First Aid Room is available for students who become unwell during the day. All injuries to the head will result in the school phoning you as required by the Department of Education.

If your child becomes unwell during the day, you will be notified to collect your child. To make sure we are able to contact you in this situation, please assist the school by keeping your contact details up to date. If you are unavailable your Emergency Contacts will be called.

Medical Conditions

If your child has a medical condition that requires an action plan (eg. Anaphylaxis, asthma, diabetes or epilepsy). Please forward these directly to school office.

Medication

If it is necessary for your child to have medication at school, you will need to:

- complete the Medication Consent Form available from the School Office
- clearly label the medication with your child's name
- adult must hand both the form and medication to office staff.

Asthma

If your child suffers from asthma, parents are required to complete a School Asthma Action Plan (with an updated photo), which clearly states the steps to be followed should your child have an asthma attack at school. Your GP will help you with this document which needs to be updated annually. An Asthma inhaler and spacer, clearly labelled with your child's name, needs to be supplied and left at the office. Members of staff have received asthma training.

Allergies and Anaphylaxis

Students with anaphylaxis allergies must provide a fully completed Australasian Society of Clinical Immunology and Allergy (ASCIA) Plan, outlining specific requirements for their child in case of an anaphylaxis emergency. If an Epi-pen is necessary, this must be stored in the First Aid room and replaced when it expires. An ASCIA plan is also welcome for those children who suffer allergies but are not anaphylactic.



Curriculum

At Gilgai Plains Primary School our instructional model is driven by evidence based approaches and guided by Explicit Direct Instruction (EDI), Explicit Instruction (EI) and the Gradual Release of Responsibility (GRR). These evidence based practices guide our teaching and learning programs. This approach explicitly teaches concepts and knowledge so that all students experience success. This involves teachers explaining, demonstrating and modelling each step of a particular task or concept. This framework incorporates the Gradual Release of Responsibility (GRR) model, which is known as 'I Do, We Do and You Do' so that students have a deep understanding of the concept being taught and are able to use this knowledge independently. Concepts are reviewed at different stages of the year so that this knowledge is transferred into the students long term memory. The concepts and knowledge taught across all learning areas is guided by the Victorian Curriculum and driven by multiple student data sets and assessments to ensure that teaching is continually targeted and challenging for all students.

Classroom Subjects

- Mathematics (Number, Measurement & Geometry, Statistic and Probability)
- Literacy (Reading, Writing, Spelling, Vocabulary, Phonemic Awareness, Oral Language, Speaking & Listening)
- Knowledge Units (Humanities, History, Health and Geography)
 - Social and Emotional Learning (Resilience Project)
 - Digital Technology

Our teachers will differentiate the curriculum for each child. This means that instruction, content and processes will be tailored to meet the needs of every individual. Students will set their goals with the teacher so that they have ownership of their learning which improves growth and outcomes.

Specialist Subjects

- Physical Education
- The Arts (Visual and Performing)
- Science (Chemical, Biological, Physical and Space)
 - Innovation and Design / Language (AUSLAN)
 - Sport (upper years)

Extra Curricular Activities

- HOUSE Program
 - Clubs
 - Choir
 - Buddies
- Student Leadership

Extra-curricular activities are a valuable way to foster connectedness at school. It is important that these activities are driven by our student's interests. As we work to establish our school we will develop these activities together with our students.



Curriculum Programs

Foundation to Year 2

Heggerty

At GPPS, we use the Heggerty Program to explicitly teach phonemic awareness. The aim of Heggerty is to explicitly teach students phonological awareness and skills. This enables our students to recognise and work with the sounds of language. These activities are sometimes called ear exercises because the focus is on hearing the parts or sounds in words. Heggerty provides explicit instruction in both basic and advanced phonemic awareness skills.

Overview

- The instructional focus is on the phonemes or sounds we hear in words.
- Lessons are an oral and auditory warm-up to phonics instruction.
- Students isolate, blend, segment, and manipulate sounds in spoken words

PRIME

PRIME Mathematics program is implemented across F to 6 which is a comprehensive research based program that focuses on building both student confidence and mastery. It follows a spiral curriculum that scaffolds deep learning. It is a structured and scaffolded approach that follows the Concrete Pictorial Abstract (CPA) method which moves students from concrete activities, to pictorial representations and finally to abstract symbols. It emphasises critical thinking, including bar modeling techniques to explicitly teach mathematical thinking and ensure consistent metalanguage throughout. Teachers use this program to guide their teaching and learning and modify and adapt this in response to student data and understanding.

Resilience Project

We use the Resilience Project program to support our students social and emotional learning. This program is driven by evidence and research, which states that the more positive emotion you experience, the more resilient you will be. This is why the resilience project focuses on three key pillars that have been proven to cultivate positive emotion; Gratitude, Empathy and Mindfulness (GEM), with Emotional Literacy being a foundational skill to practise these strategies. The program has been scoped from Foundation to Year 6 to support students social and emotional health, while teaching the Victorian curriculum.

Auslan

The language taught at GPPS is AUSLAN (Australian Sign Language) and this is taught via our specialist programs, through the use of explicit lessons that are filmed by Deaf and Hard of Hearing people. Students progress with their learning, by focusing on various topics such as animals, colours, shapes and move into more complex signs as the students move in the upper years.

Little Learners Love Literacy

Phonics Program

Our Foundation to Year 2 students will engage the Little Learners Love Literacy program, which is a phonics based program.

This is a structured and explicit program with engaging multisensory activities. It is carefully sequenced in seven stages to teach children:

- the 44 sounds of the English language and the principles of the alphabetic code
- that each speech sound can be represented by different groups of letters, such as the sound /ī/ as in I, sky, pie, ice, cycle, and;
- that a letter (or group of letters) can represent different sounds, such as the letter 'y' in yes, gym, funny, sky

The program focuses on phonics and phonemic awareness to build the strongest foundations for reading and spelling success. It also focuses on building vocabulary and oral language skills to develop equally strong foundations for comprehension and writing. It engages our students as they meet a new character and sound regularly. The Ally the Alligator the puppet is a fun tool that assists with teaching our students to blend sounds to say words.

When students reach the end of Stage 1, they start to use decodable books. These books are viewed as 'no trick' books as the story practices the sounds and letters that students have learnt, so that they can begin to read with confidence using sounding and blending skills.

Little Learners Love Literacy is driven by the Science of Reading. Teachers can provide our families with more information about this program, including ways in which you can support your child at home.



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