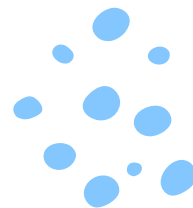


# Clifton Springs Primary School



## 2023 Information Night

**Welcome to Foundation**



# Introducing the team



Mrs Georgie Zillner - Prep Z

Mrs Molly Murray - Prep Z



Mrs Sarah Wayth - Prep W

Mrs Bridie Augustinus - Prep W



Miss Jaime Alfredson - Prep A

# Principal Team

Assistant Principal  
Alex Werner

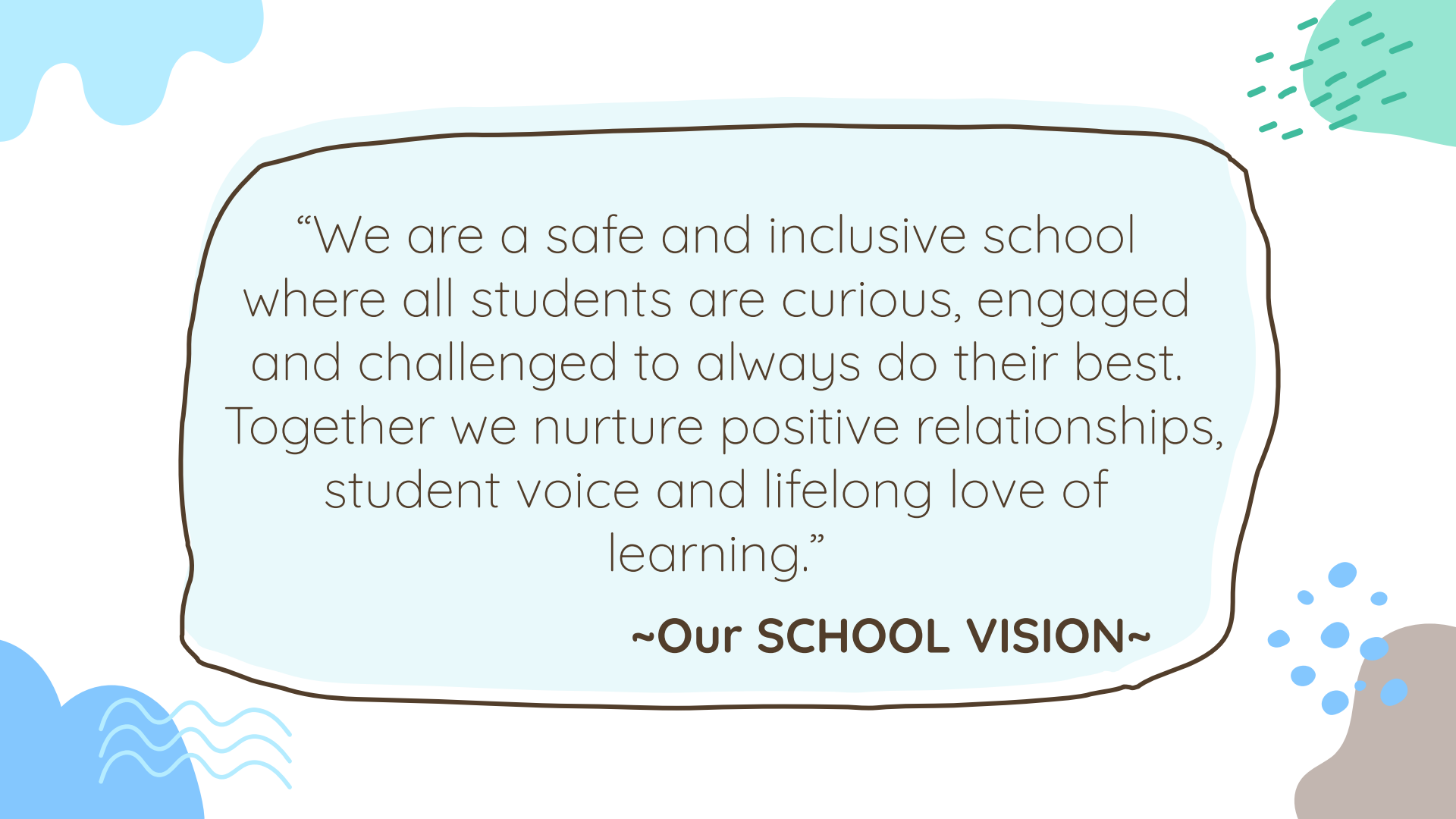


Principal  
Meg Parker



Assistant Principal  
Rachelle Koepler





“We are a safe and inclusive school  
where all students are curious, engaged  
and challenged to always do their best.  
Together we nurture positive relationships,  
student voice and lifelong love of  
learning.”

**~Our SCHOOL VISION~**



# C.S.P.S School Values

Values are shared beliefs about how we work together. They influence our choices and provide a framework to guide our intentions, actions and decisions.

These values are explicitly taught through our wellbeing program. Students are acknowledged on a daily basis when they demonstrate these values in the classroom or yard.

## Respect

Be accountable for your actions. Contribute positively to the school and wider community.

## Responsibility

The quality of being friendly, generous, and considerate. Being kind often requires courage and strength.

## Kindness

Treat everyone with equal consideration. Be accepting of others and their differences.

# Timetable 2023

|                      |                         |  |
|----------------------|-------------------------|--|
| <b>Before School</b> | <b>8:50 - 9:00 am</b>   | Students are supervised by their parents / carers          |
| <b>Session 1</b>     | <b>9:00 - 10:00 am</b>  | Learning Time<br>P - 2 Literacy                            |
| <b>Session 2</b>     | <b>10:00 - 11:00 am</b> | Learning Time<br>P - 2 Literacy                            |
| <b>Recess</b>        | <b>11:00 - 11:30 am</b> | 11:20 - 11:30am - eating time in classrooms                |
| <b>Session 3</b>     | <b>11:30 - 12:30 pm</b> | Learning Time  |
| <b>Session 4</b>     | <b>12:30 - 1:30 pm</b>  | Learning Time  |
| <b>Lunch</b>         | <b>1:30 - 2:30 pm</b>   | 1:30 - 1:40 1st eating time<br>2:20 - 2:30 2nd eating time |
| <b>Session 5</b>     | <b>2:30 - 3:30 pm</b>   | Learning Time  |

We now  
have hour  
long  
sessions  
for  
Learning  
Time!

3:30pm Home Time

# Our Daily Schedule

## Timetables

We have specialist classes on Tuesday and Thursday afternoons. We run a buddy program Monday afternoons and assembly on Friday afternoon.

## External Supports

If your child engages with external supports such as Speech Therapy, Occupational Therapy or Psychology they are able to meet with your child at school. We will arrange these meeting after 12 noon.

## Brain Food

10.00 and 12:30 each day. Fruit or vegetables for some extra energy.

*Please put brainfood in an individual container.*

## Drink Bottles

We encourage all students to be well hydrated. Please bring a **named** drink bottle each day so that learning time isn't interrupted by students needing to go to the drink taps.



# Specialist teachers

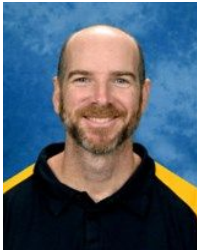
## Music

Kate  
Kelly



## STEM

Luke  
Smith



Bridgette  
Santucci



## P.E.

Amanda  
Edwards



## Visual Arts

Jill  
Peterson



Julie  
Ryan



## Intervention



Jessica  
Craghill



Jenny  
Hayes

# Wellbeing Team

The Wellbeing Team at C.S.P.S provides supports to students and families.



Amanda McDonald  
*Inclusion Teacher*



Georgie Zillner  
*Mental Health  
Practitioner*



Hannah Coots  
*Student Wellbeing  
Officer*



Peter Hobbs & Mel  
Brew  
*Chaplains*





# Reading - InitiaLit

InitiaLit is a research-based initiative of Macquarie University that we are using to develop our Foundation to Year 2 students with reading, writing and spelling skills.

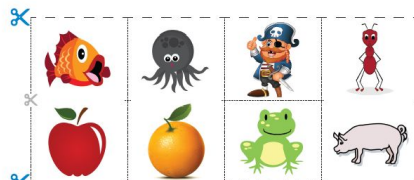
This will further support your child's development of their language comprehension and word recognition through a focus on phonics, vocabulary, oral language and listening comprehension.

INITIALIT  
Lesson 40: Worksheets and Templates  
Beginning sound picture sort

Name: \_\_\_\_\_

|   |  |
|---|--|
| a |  |
| p |  |
| o |  |
| f |  |

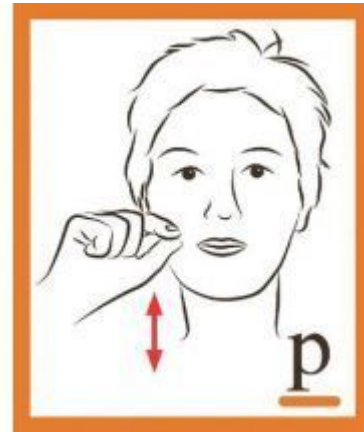
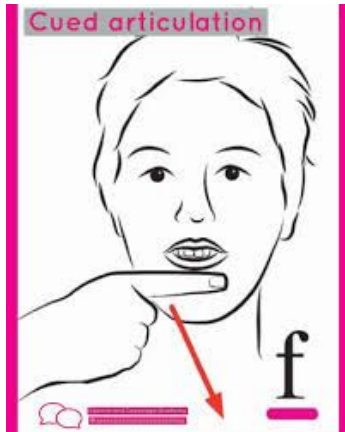
**Materials:** Pencil, scissors, glue, one set of pictures for each child  
**Instructions:** Cut out pictures from Template. Sort according to beginning sound and match to letter. Glue in place. Trace each letter.



# Spelling

Teaching spelling is about developing strategies that students can draw upon when they come across unfamiliar words.

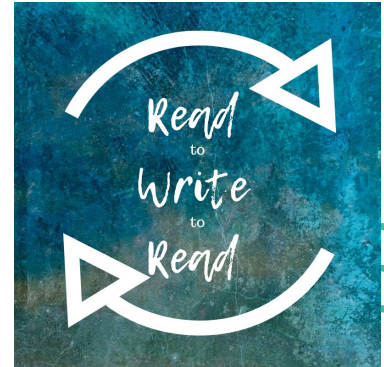
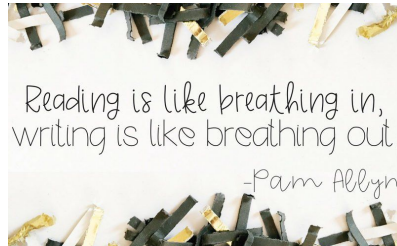
In Foundation to Year 2, students will learn about spelling patterns using letter/sound skills and knowledge built during InitialLit. In Foundation we teach cued articulation to support students literacy skills.



# Writing

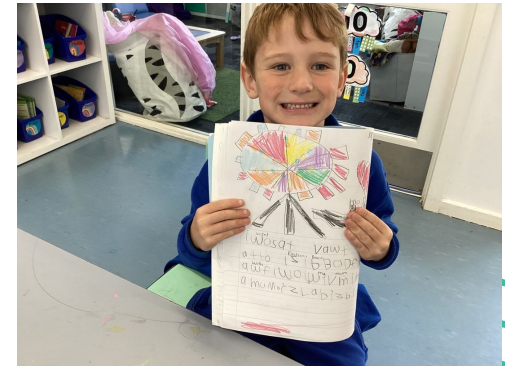
The teaching of reading, writing and spelling all support each other and we have made it a focus to teach these sessions in succession so that students can easily transfer their knowledge and work on the same concept in each subject area.

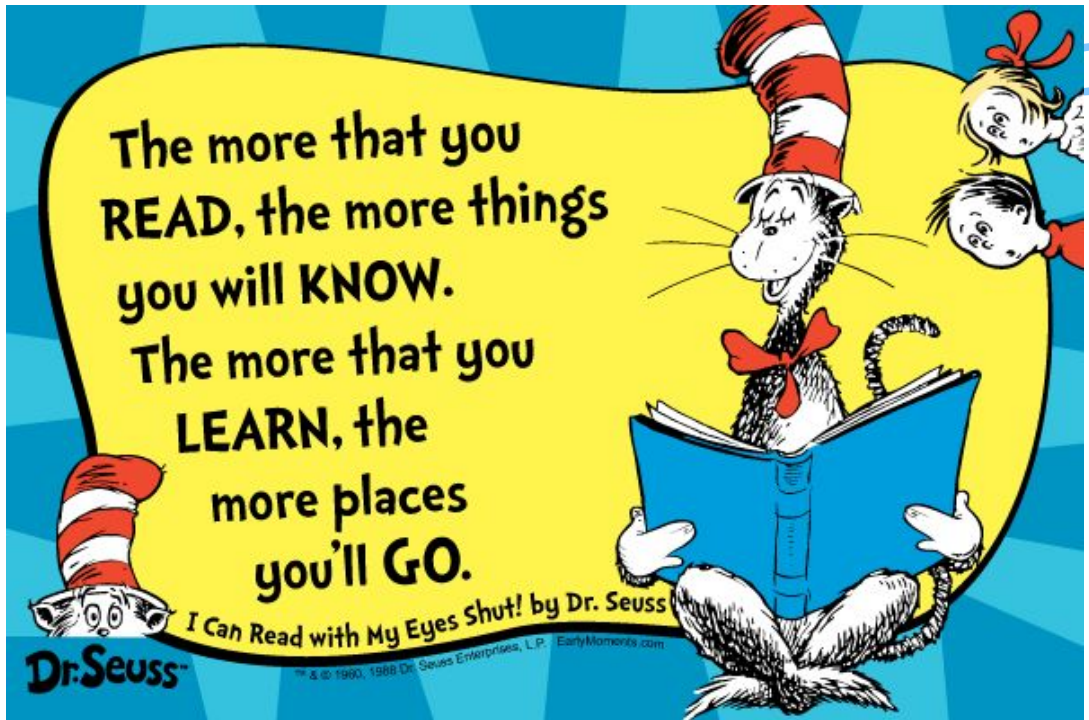
*For example, if students are working on how to write a narrative in writing, they may be sharing and exploring narratives in reading, focusing on what the author does and why and the effect that has on them as the reader.*



# Writing in the Classroom

- The way children learn to write follows the same patterns as when they learnt to talk.
- Not all children progress stage by stage or at the same rate.
- Opportunities are provided for children to talk about their writing to clarify and extend ideas (thinking time, draw ideas first, say sentence out loud before beginning, open-ended questions)
- Listening to children read their writing provides an opportunity for writers to clarify their message and to check the meaning.
- We provide lots of opportunities for students to write about topics of their choice through the Writer's Notebook.





Reading with your child is one of the most important and memorable things that you can do.

# Reading at Home

- Reading a wide variety of books is important.
- Reading can be to, with or by the student. It is important to engage in all three at different times regardless of the age or reading level of your child.
- Discuss meaning, feelings and emotions.
- Make connections and comparisons to their own experiences.
- Engage in conversation around the author's purpose and the effect different literary features have on you as a reader
- At the end of a page, paragraph or chapter, ask for a retell or summary of what has been read.



# Reading at Home



**HOME READERS**

*A Parent's Guide*

*What do  
you notice?*

*What are  
you  
wondering?*

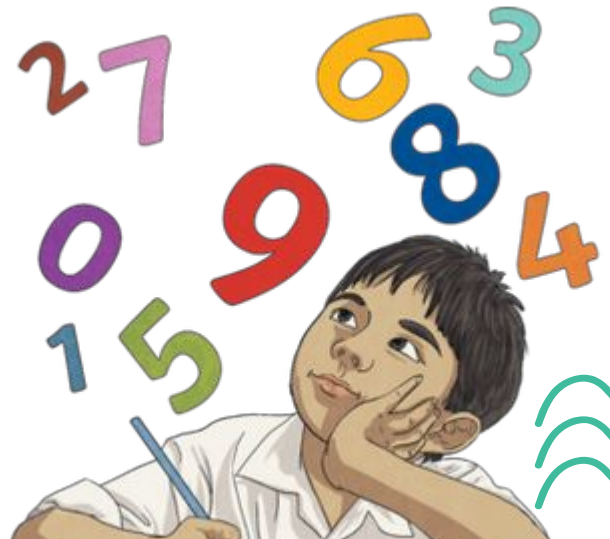
# Brain Break



# Maths Warm Up

The answer is **10.**

What might the problem be?



# Maths

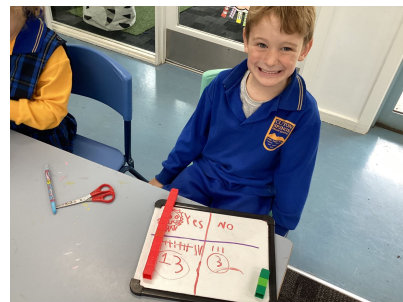
We believe strongly in teaching maths through the use of challenging tasks as this results in higher levels of engagement.

Our lessons are taught in a **Launch, Explore, Summarise** approach.

**Launch** - students review prior learnt knowledge or skills.

**Explore** - Students use and apply their maths skills to problem solve in multiple ways. They learn with their peers and apply their knowledge to solve different problems. Students use a range of concrete materials to support the maths investigation and discuss their strategies with others.

**Summarise** - Students come back to the floor and engage in a shared discussion about their findings or how they solved the problem.



# Inquiry

Through Integrated Inquiry units of learning, students expand their knowledge of themselves and the world, developing their understandings, skills and behaviours. Students will engage in a range of activities that will allow them to build their social understanding.

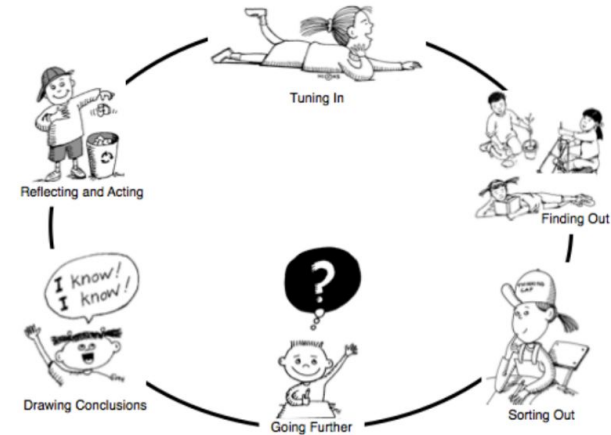
This year we will be exploring:

**Term 1** - “Learning to Learn” - Building independence and understanding of school.

**Term 2** - “We build Positive Relationships” - Recognition of emotions, collaboration, relationships and diversity.

**Term 3** - “Our coast, Our responsibility” - Living things and their basic needs and our connections to them.

**Term 4** - “Celebrations” - Identify what is familiar and what is different in the ways culturally diverse individuals and families live.



# Goal Setting

Students will eventually have a goal in Reading, Writing, Maths and Personal that they will be working towards achieving. Goals will be updated regularly. To begin with we will be working on a personal and learner behaviour goal.

| LEVEL 1/2 READING GOALS                                  |  |  |   |   |
|--|--|--|---|---|
| ACCURACY<br>I can read the text.                         | COMPREHENSION<br>I can understand what I read.             | FLUENCY<br>I can read                                | VOCABULARY & GRAMMAR<br>I find and use interesting words. | BEHAVIOURS<br>I can read independently.         |
| Use beginning and end sounds.                            | Go on a picture walk before I read.                        | Read how I speak.                                    | Tune in to interesting words.                             | Choose texts for a particular purpose.          |
| Track print as I read.                                   | Predict what the story might be about from the pictures.   | Re read to smooth out the bumps.                     | Use new vocabulary when speaking and writing.             | Get started quickly.                            |
| Stretch out the word.                                    | Ask and answer questions before reading.                   | Stop at a full-stop and pause at a comma.            | Use subject specific vocabulary.                          | Read for the whole time.                        |
| Stretch the word and blend it back together.             | Make predictions during the reading process.               | Scoop words into phrases.                            | Use pictures and context to work out new words.           | Stay in one place when I read.                  |
| Use the pictures to predict words.                       | Ask and answer questions during and after reading.         | Read and practise common words.                      | Identify describing words - adjectives.                   | Select books that are 'just right'.             |
| Read familiar words on sight.                            | Make text to self connections.                             | Adjust my voice when there is talking marks.         | Identify nouns and verbs.                                 | Read a variety of text types.                   |
| Read some less familiar words on sight.                  | Talk about the characters in the text.                     | Make my voice match the character.                   | Identify past, present and future language accurately.    | Use my reading goal during independent reading. |
| Read words by finding parts I know.                      | Talk about the setting in the text.                        | Read with feeling when there is an exclamation mark. | Use dictionaries and thesauruses as tools.                | Talk about the book that I am reading.          |
| Chunk the word into smaller parts.                       | Identify the main idea of a story.                         | Make my voice go up when there is a question mark.   |   | Give reasons why I like/dislike a book.         |
| Skip the word, read on and then re read the sentence.    | Identify the problem and solution in a story.              | Project my voice when I read aloud.                  |   |   |
| Self-correct when my reading does not make sense.        | Sequence the main events in a story.                       | Read at the right rate - not too fast or too slow.   |   |   |
| Try a different vowel sound when it doesn't sound right. | Make text to text connections.                             |  |   |   |
|  | Make text to world connections.                            |  |   |   |
|  | Use prior knowledge and information in the text to infer.  |  |   |   |
|  | Tell the difference between fiction and non-fiction texts. |  |   |   |
|  | Identify the text type by its features.                    |  |   |   |



# Learning Tasks

Each Term three Learning Tasks (Reading, Writing and Maths) will be available on Compass.


You will be able to see a **copy of the task**, a **highlighted proficiency scale** that shows what your child has achieved and there will be recommendations for **next steps in learning**.

## Visualising Learning Task

Monster Tom





There once was a one eyed monster called Tom. He had three horns, purple fur and a long tail with spikes. One day Tom had a big smile on his face because he got a strawberry ice cream in a cone.

My Visualisations



Visualising Questions


The character is feeling:

I know this because:

he got a strawberry ice cream

LETH

|   |  |   |                             |
|---|--|---|-----------------------------|
|  Clifton Springs Primary School<br>PROFICIENCY SCALE |  |   |                             |
| Name  | Year   | Curriculum Area   | Topic                       |
|   | 2  | Mathematics: Measurement and Geometry   | Location and Transformation |
| Essential Learning  | Interpret simple maps of familiar locations and identify the relative positions of key features (VCMMG122) |   |                             |
| The highlighted information on the Proficiency Scale reflects what your child has achieved in this Learning Task.                       |  |   |                             |
| LEVEL OF LEARNING   |  | SKILLS AND KNOWLEDGE  |                             |
| <b>Advanced</b><br><i>Critical thinking, problem solving and application of skills</i>  |  | I can: <ul style="list-style-type: none"><li>interpret maps to show position and pathways, including exploring the use of a directional compass. (Part 2)</li></ul>   |                             |
| <b>Proficient</b><br><i>Year 1 expected level</i>   |  | I can: <ul style="list-style-type: none"><li>understand that we use representations of objects and their positions such as on maps, to allow us to receive and give directions and to describe location. (Part 2)</li></ul> |                             |
| <b>Progressing</b><br><i>The fundamental knowledge required to reach the expected level</i>   |  | I can: <ul style="list-style-type: none"><li>use the everyday language of location and direction, such as 'between' and 'next to'. (Part 3)</li><li>follow and give simple directions. (Part 1)</li></ul>                   |                             |
| <b>Emerging</b>   |  | With support, I can accomplish the skills and knowledge of Level 2 – Progressing.   |                             |
|   |  |   |                             |

**Proficiency scales** identify the key knowledge, skills and understandings a student needs to demonstrate to achieve the Essential Learning target.



# Reporting on Progress



**Learning Tasks on Compass:** 3 per term – Maths, Reading, Writing

A notification on Compass will remind you to jump on and have a look.

**3 Way Conferences:** Tuesday 14th March

You will be invited to book a time on Compass.

**Semester Reports:** end Term 2 and end Term 4



**Learning Expo:** – Date TBC



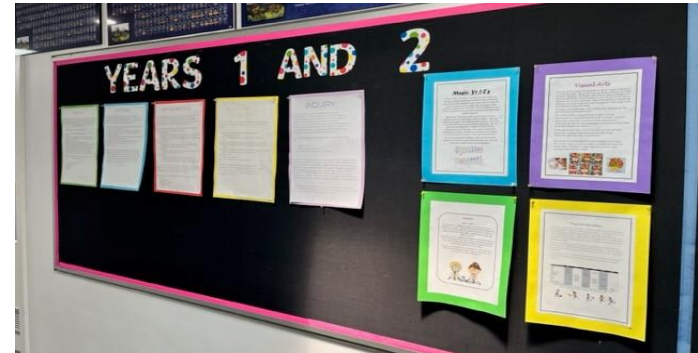
# Curriculum Information Board

Each year level team has a Curriculum Information Board that is located in the hallway. This will outline the learning focus in each subject area.

At the moment it contains all of our learning for Term 1.

We will update this board each term to keep you informed of the topics and learning focus that your child will be involved in for the term.

**Please check this out and let us know if you have any questions.**



# Home Learning

**Reading:** All students are expected to read for 20 minutes per night and have this recorded in student diaries. This should be signed by a parent/carer or older sibling.



**Written Homework:** Based parent feedback, written homework will remain optional as per our school policy. We will begin homework in Term 2.

Please note that students that do opt into the Home Learning Program will be expected to complete the set activities and this will be followed up at school.





# Lunchtime Activities



Weekly lunchtime clubs will be running again in 2023!

There will be even more activities on offer with all staff members committing to run a lunch club during the year.

In Term 1 we will have:

- Sustainability Club
- Art Club
- More TBC



# Events in 2023

List of events coming up in Term 1 - 4  
Include:

- Excursions / Incursions
- Colour Fun Run
- Special Days
- Learning Expo
- 100 Days of School
- Book Week Parade
- Teddy Bear Picnic



# SHINE Program

Our SHINE lessons are our whole school approach to implementing a program based on wellbeing. We are currently using a combination of the following programs; Zones of Regulation, Cyber Safety, Kids Matter and Respectful Relationships. Students are explicitly taught skills around regulating their own behaviours, solving problems and being respectful & responsible friends.

The SHINE lessons are delivered on Monday afternoons across all classrooms.



## The ZONES of Regulation

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| <b>Blue Zone</b><br>Sad<br>Bored<br>Tired<br>Sick                                   | <b>Green Zone</b><br>Happy<br>Focused<br>Calm<br>Proud                              | <b>Yellow Zone</b><br>Worried<br>Frustrated<br>Silly<br>Excited                     | <b>Red Zone</b><br>overjoyed/Elated<br>Panicked<br>Angry<br>Terrified               |

# CSPS SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT MATRIX

|  | In all classrooms   | Outdoor spaces  | In the digital world  | Assembly & In the community  |
|---|---|---|---|--|
| Respect   | <ul style="list-style-type: none"> <li>We allow others to learn at all times</li> <li>We use good manners to all</li> <li>We look at and listen to the person talking</li> <li>We are on time and ready to learn</li> </ul>   | <ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves</li> <li>We look after the gardens, animals and school property</li> <li>We are safe and sensible with all equipment</li> <li>We use positive and appropriate language</li> </ul>            | <ul style="list-style-type: none"> <li>We only share things with others that we would share in person</li> <li>We allow each other to have a voice on shared platforms</li> <li>We follow the school's ICT agreement</li> </ul> | <ul style="list-style-type: none"> <li>We use positive language and respectful behaviour towards others</li> <li>We face and actively listen to the presenter</li> <li>We listen to the Aboriginal greeting and join in the National Anthem</li> </ul> |
| Responsibility  | <ul style="list-style-type: none"> <li>We challenge ourselves in our learning and have a Growth Mindset</li> <li>We look after our belongings and school resources; eg iPads</li> <li>We put in our best effort and take pride in our learning</li> <li>We keep trying if things don't work the first time</li> </ul> | <ul style="list-style-type: none"> <li>We take care of our school environment</li> <li>We will remind others of our school values if they are not showing them</li> <li>We bounce back from minor problems</li> <li>We use the 5-Finger Rule when needed</li> </ul>         | <ul style="list-style-type: none"> <li>We keep our personal information private</li> <li>We have our digital devices charged and ready for learning</li> <li>We report if there is a misuse of technology</li> </ul>            | <ul style="list-style-type: none"> <li>We look after public property</li> <li>We represent CSPS with pride</li> <li>We wear our school uniform correctly</li> <li>We make the most out of the learning experience</li> </ul>                           |
| Kindness  | <ul style="list-style-type: none"> <li>We treat others how we like to be treated</li> <li>We use kind words to each other every day</li> <li>We look after new students and teach them our school values</li> </ul>   | <ul style="list-style-type: none"> <li>We include as many people as we can in our games</li> <li>We take care of people who are hurt</li> <li>We are friendly to all others and accept everyone's differences</li> <li>We treat others how we like to be treated</li> </ul> | <ul style="list-style-type: none"> <li>We think before posting things online in case it may hurt feelings</li> <li>We speak nicely to others online</li> <li>We ask others before taking their photo or filming them</li> </ul> | <ul style="list-style-type: none"> <li>We help others when they are in need</li> <li>We show good sportsmanship</li> <li>We are mindful of community members</li> </ul>  |



# At C.S.P.S, we have a GROWTH MINDSET!

We all have beliefs about our own abilities and potential. These beliefs are part of our **mindset**, which is so powerful they can fuel our behavior and predict our success. In her research at Stanford University, Dr. Carol Dweck identified two different types of mindsets:

## Fixed mindset

Believing that intelligence and abilities cannot be altered in a meaningful way. You are either born “smart” or you are not!

Mistakes are often seen as failures rather than opportunities to grow and learn.



## Growth mindset

Believing our intelligence and abilities can be improved with effort and the right strategies.

A willingness to confront challenges, a passion for learning, and viewing failure as a springboard for growth are all characteristics associated with a growth mindset.

*Not surprisingly, this type of mindset is strongly linked to greater happiness and achievement in life.*

# Developing a Growth Mindset

| INSTEAD OF...                | SAY THIS...                   |
|------------------------------|-------------------------------|
| I'm not good at this         | What am I missing?            |
| I give up                    | I'll use a different strategy |
| It's good enough             | Is this really my best work?  |
| I can't make this any better | I can always improve          |
| This is too hard             | This may take some time       |
| I made a mistake             | Mistakes help me to learn     |
| I just can't do this         | I am going to train my brain  |
| I'll never be that smart     | I will learn how to do this   |
| Plan A didn't work           | There's always Plan B         |
| My friend can do it          | I will learn from them        |

Some ideas to help reframe *fixed mindset* thinking



# Attendance - Every Day Counts

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

**~SCHOOL IS BETTER WHEN YOUR CHILD IS THERE~**



## Why it's important

- The building blocks for a great education begin with students coming to school each and every day.
- If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.
- There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

# Attendance - Every Day Counts

## Top attendance tips for parents

- Talk positively about school and the importance of attending every day
- Open and prompt communication with C.S.P.S about all absences (on Compass or via phone)
- Avoid making routine medical and dental appointments during the school day or planning family holidays during the term
- Seek help from the school if you are concerned about your child's attendance and wellbeing. Schools want to work in partnership with parents to support student attendance and wellbeing.
- **Remember that every day counts**



Every day at school counts... Missing even one day can make a difference over time



# Uniform

Our school uniform shows that we all belong and are connected to C.S.P.S. Wearing it shows that we are **proud** of our school.

Uniform stock available to purchase from the office includes:

- o Reversible House - coloured hats
- o Gold and Royal Blue Iron - On Logos
- o School Bags (any backpack can be used in place of a school logo one)

Other uniform items including, mesh or cargo shorts, girl's rugby skort, short sleeve polo shirts, rain jackets and track pants, can be ordered as requested.

*We have all sizes of each item available to try before ordering.*

*Of course, any gold or royal blue tops or bottoms from local department stores, are also acceptable.*



Hats in Term 1 and 4 (Sunsmart)

# Staying Healthy

At C.S.P.S we are committed to keeping our environment safe and by working together we can minimise the spread of any infectious diseases by:

- Regular handwashing and use of hand sanitiser stations around the school
- Practising good hygiene, like coughing or sneezing into our elbow
- Staying home if unwell to prevent the spread of disease
- Please notify the school via Compass of any absence related to illness
- **Hair tied up that is longer than shoulder length**



# Communication



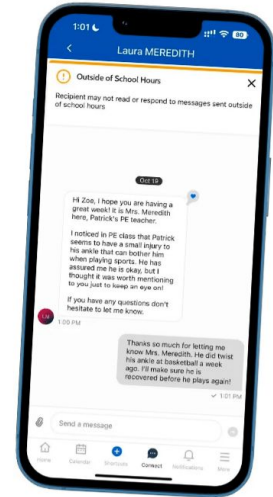
Communication is important to make sure that we are working together to ensure the best possible school experience for your child.

**Compass Connect** allows parents / carers to communicate with your child's teacher regularly.

**We encourage you to book a time to meet with teacher's face to face at a time that is mutually convenient to discuss any concerns or to check in.**

You will also receive updates on Compass Newsfeed.

Compass will be used to communicate excursions, incursions, camps and any events that may be coming up. It is also where you will find the school newsletter.



NEWSLETTER No. 38

December 13<sup>th</sup> 2022

ENROL NOW FOR 2023!

We are looking at class structures so please ensure enrolments for 2023 are submitted.  
If you are not returning in 2023 please notify the Office.

SENIOR VALUES AWARD - FOR TERM 4

Congratulations to the following students who have received the CSPS Values Award nomination from their class. These will be awarded this Friday at assembly from 3pm. All nominees go into the draw for a \$20 gift voucher which is drawn at assembly.

|               |               |                 |                |
|---------------|---------------|-----------------|----------------|
| 34A—Toby J.   | 34B—Van I.    | 34C—Amelyia F.  | 34E—Miranda C. |
| 34L—Maple A.  | 34N—Jesse M.  | 56B—Charlie C.  | 56D—TBC        |
| 56H—Hilary D. | 56M—Amaril D. | 56S—Shaniall L. | 56T—Makyla J.  |

RETURNING LIBRARY BOOKS

*Please make sure all Library books are returned by the end of this week.*

DATES TO REMEMBER—PLEASE CHECK FOR UPDATES

|                                       |  |  |   |
|---------------------------------------|--|--|---|
|                                       | Prep Party in the Park<br>CHANGED TO MONDAY Dec 19 <sup>th</sup> | Tuesday 20 <sup>th</sup><br>December                       | Last day term 4<br>2:30pm French<br>Assembly 2:00pm |
| Thursday 15 <sup>th</sup><br>December | Yr. 6 Graduation   | Friday Jan 27 <sup>th</sup><br>8:30am Jan 30 <sup>th</sup> | Staff Professional Development<br>Thurs             |

# What questions do you still have?



**Please  
ask!**



# Feedback

Using Compass Connect please send a message to your child's teacher letting them know:

Two things you liked about the info session

One thing that could be improved

## Two Stars & a Wish

- ★ I really like the way you ...
- ★ I really like how you ...
- ★ I noticed you ...
- ★ My favourite part was when ...
- ★ I think the best thing about it was ...
- ★ It was interesting how you...
- ★ You grabbed my attention when ...
- ★ You should be proud of ...
- ★ If it would be great if you...
- ★ I think you might want to ...
- ★ I would recommend it if you...
- ★ Next time maybe you could try ...
- ★ You can improve by...
- ★ It would be even better if you...

