

# Prep 2026 Information



# Acknowledgement of Country

We at Spring Gully Primary School, would like to acknowledge the Dja Dja Wurrung as the Traditional Custodians of the land that we are on and pay our respects to their Elders past and present.

We acknowledge the Djaara people as the first and continuing holders and teachers of knowledge and their continued connection to land and culture. We are grateful to learn, play, and grow, surrounded by the plants, animals & waterways that the Djaara people have watched over and cared for, over thousands of years.

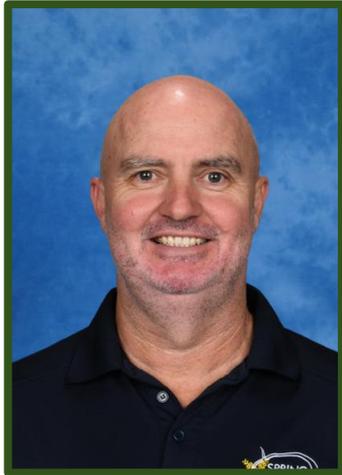
# Welcome

Welcome to Spring Gully Primary School

The aim of this presentation is to provide you with vital information about our school that will assist you in making an informed decision regarding your child's education.



# Meet Tonight's Team



Francis Trezise



Jenna Brewer



Madie Floyd



Georgia Mortlock



Abbey Dunn



Manya

3/4

1/2

Admin

Prep

5/6

1/2

# Mission & Vision

## Our Mission

- ▶ To foster a community of learners where everyone is valued and has opportunities to reach their personal best.

## Our Vision

- ▶ Optimistic, resilient students who are motivated to learn.
- ▶ Positive, professional staff committed to the challenges of teaching and learning.
- ▶ Core curriculum that builds strong foundations for all learners.
- ▶ Learning opportunities that enable students to become active citizens in the global community.
- ▶ Actively develop and value the partnership between home, school and the community.
- ▶ A safe, stimulating learning environment which recognises and values diversity.
- ▶ Informed students who will actively care for the world environment.

# Values



▶ **Respect** – Valuing self, all others, property and the environment.



▶ **Responsibility** – Being relied upon to be honest, and do the right thing for yourself and the community.



▶ **Resilience** – Dedicated and focused learners, who persist when things are challenging and use feedback to improve our future efforts.

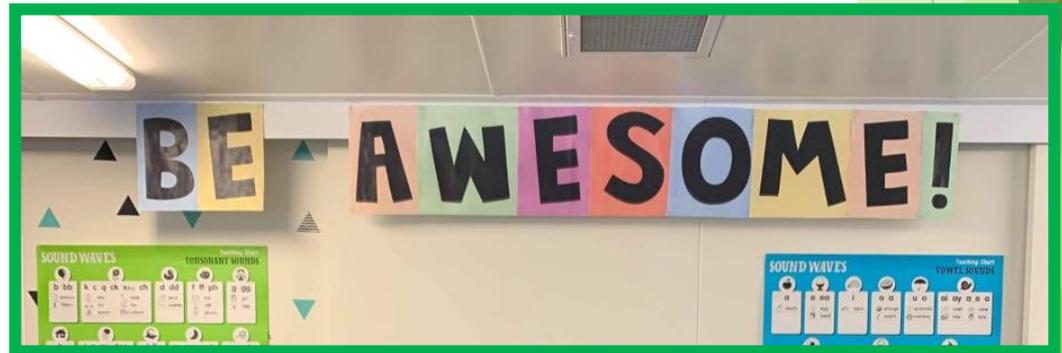
# Motto

Our School Values and motto went through a process of review in 2019, involving our whole school community.

A new motto, '**Be Awesome**' was adopted as a result and is included on our school uniform.

This motto has special meaning for our school because it was a popular phrase used by a much loved and respected SGPS teacher, Mark Stevens.

Mark sadly passed away in 2019. His impact upon our school will never be forgotten.



# School Hours

- ▶ Our school day begins at 8.45am and concludes at 3.15pm.
- ▶ Teachers are available from 8:30am each day.
- ▶ Lunch 10.45am – 11.30am with supervised eating time 10.45am - 10.55am & Recess 1.30pm – 2.15pm.
- ▶ Camp Australia offer Before and After School Care. This is held in the Manya building each day.
  - Before School Care 7.00am – 8.45am
  - After School Care 3.15am – 6.00pm
- ▶ Classroom Structures:
  - Prep
  - 1/2
  - 3/4
  - 5/6



Fruit snack 9.45am

# A whole school approach

We have a whole school approach to teaching English, Mathematics and Topic at SGPS where we use programs which aim to build the same skills.

This allows us to better differentiate for student abilities and delivers a greater continuation of learning.



# SGPS Teaching Model

At SGPS, each lesson follows a structure where the teacher gives explicit instruction about a new concept, then the children participate in guided practice before having the opportunity to work independently on the new skill/knowledge.



## Explicit Teaching Model

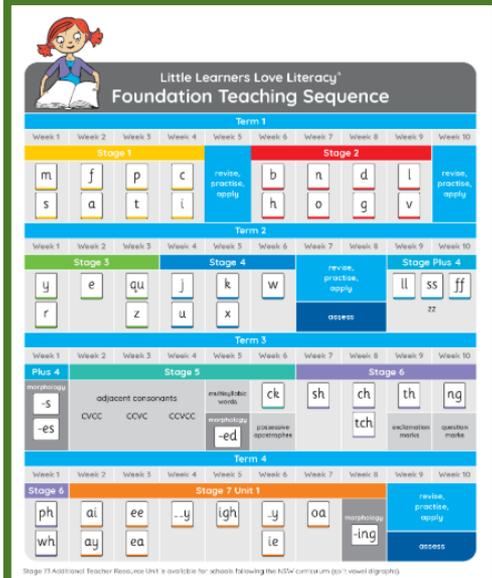
Preparing for Learning		Teaching		Learning		HITS		
<ul style="list-style-type: none"> <li>- Learning Intention and Success Criteria</li> <li>- Review and activate prior learning</li> <li>- Hook (engage)</li> </ul>	Checking for Understanding TAPPE	<ul style="list-style-type: none"> <li>- Explicit teaching</li> <li>- Skill Development</li> <li>- Concept Development</li> <li>- Guided Practice</li> </ul>	Checking for Understanding TAPPE	<ul style="list-style-type: none"> <li>- Independent Practice (multiple exposures until mastery)</li> <li>- Peer practice</li> <li>- Assessment</li> <li>- Homework</li> </ul>	Reflect, Assess, What next?	<ul style="list-style-type: none"> <li>• Setting Goals</li> <li>• Structuring Lessons</li> <li>• Explicit Teaching</li> <li>• Worked Examples</li> <li>• Collaborative Learning</li> <li>• Multiple Exposures</li> <li>• Questioning</li> <li>• Feedback</li> <li>• Metacognitive Strategies</li> <li>• Differentiated Teaching</li> </ul>		
Build the field and make connections		I Do, You watch		I Do, You help			You Do, I help	You Do, I watch
Assessment for Learning		Assessment for Learning		Assessment of Learning			Assessment as Learning	

## SGPS Mathematics Model

Preparing for Learning	Teaching and Learning		HITS	
<b>Launch:</b> <ul style="list-style-type: none"> <li>- Learning Intention and Success Criteria (may be left until end of lesson if more appropriate)</li> <li>- Key maths language</li> <li>- Launch the task</li> <li>- Encourage growth mindset and positive disposition</li> </ul>	<b>Explore:</b> <ul style="list-style-type: none"> <li>- Time given for 'productive struggle'</li> <li>- Learning encouraged to be collaborative</li> <li>- Students might be given 'a sniff' of <u>problem solving</u> strategies</li> <li>- Teacher to roam, question, extend and support students</li> <li>- Use of enablers or extenders if required</li> </ul>	<b>Summarise:</b> <ul style="list-style-type: none"> <li>- Whole class share time. What worked? What didn't? What else could we try?</li> <li>- Students participate collaboratively to share ideas, question and explicitly teach individual students or groups of students with like needs (reflective prompts could be used)</li> <li>- Learning is shared and redirected where necessary</li> </ul>	<b>Review:</b> <ul style="list-style-type: none"> <li>- Students return to the task or a similar one to practice using efficient strategies shared by peers/or directed by teachers if required.</li> <li>- Teacher to roam, question and explicitly teach individual students or groups of students with like needs</li> <li>- Reflective prompts such as sentences stems or use of SOLO Taxonomy to support Metacognition.</li> </ul>	<ul style="list-style-type: none"> <li>• Setting Goals</li> <li>• Structuring Lessons</li> <li>• Explicit Teaching</li> <li>• Worked Examples</li> <li>• Collaborative Learning</li> <li>• Multiple Exposures</li> <li>• Questioning</li> <li>• Feedback</li> <li>• Metacognitive Strategies</li> <li>• Differentiated Teaching</li> </ul>
Set the scene for learning	You Do	We Do	You Do	

# Reading & Spelling

- ▶ In our early years settings, we use Little Learners Love Literacy, a structured synthetic phonics program designed to teach children how to read, write and spell.
- ▶ As students progress, they transition to the Sound Waves program, which builds on this foundation with a phonics-based approach to teaching spelling. This method is widely recognised as one of the most effective ways to develop reading and spelling skills.
- ▶ Children learn through interactive songs, games chants and actions and are explicitly taught 1 or 2 phonemes (sounds) and graphemes (the letter which represents the sound) per week.



Little Learners Love Literacy<sup>®</sup>  
Foundation Teaching Sequence

Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Stage 1				Stage 2					
m	f	p	c	revise, practice, apply	b	n	d	l	revise, practice, apply
s	a	t	i	h	o	g	v		

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Stage 3			Stage 4		revise, practice, apply		Stage Plus 4		
y	e	qu	j	k	w	ll	ss	ff	zz
r	z	u	x		oo				

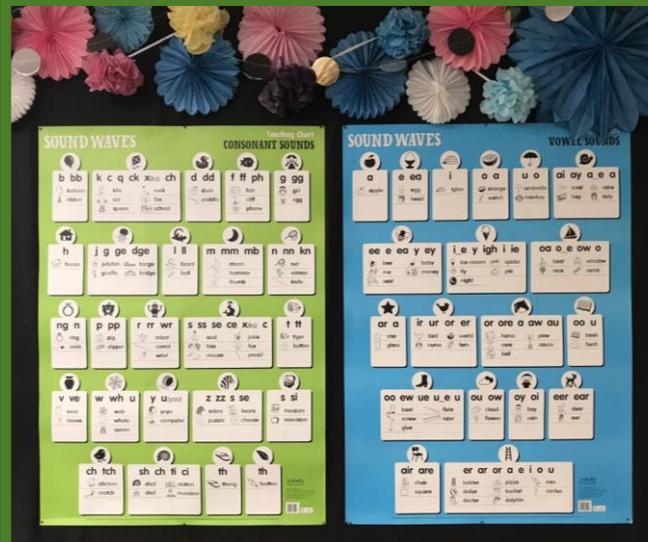
Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Plus 4		Stage 5			Stage 6				
-s	adjacent consonants	irregular words			ck	sh	ch	th	ng
-es	CVCC CCVC CCVCC	monosyllabic			-ed	prepositional phrases		exclamation marks	

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Stage 6			Stage 7 Unit 1				revise, practice, apply		
ph	ai	ee	--y	igh	y	oa			
wh	ay	ea		ie		-ing			oo

Stage 7 Additional Teacher Resource Unit 1 is available for schools following the NSW curriculum (no visual graphs).



SOUND WAVES

CONSONANT SOUNDS

b bb	k c q ck	Xk	ch	d dd	f ff	g gg
h	j g ge dgo	ll	m mm mb	n nn kn		
ng n	p pp	r rr wr	s ss so ce	Xk	c	t tt
v ve	w wh u	y y	z zz s so	s si		
ch tch	sh ch si	th	th			

SOUND WAVES

VOWEL SOUNDS

a ea	i oa	u o	ai ay	ea
ee a ea y ey	e y	igh ie	oo a o w o	
ar a	ir ur or er	ore a ow au	oo u	
oo ow ue u e u	ou ow	oy oi	eer ear	
air are	er or ar	e i o u		

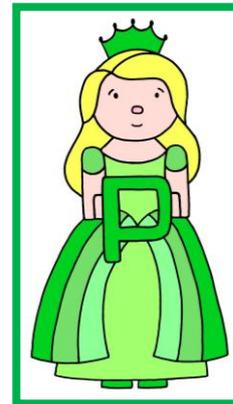
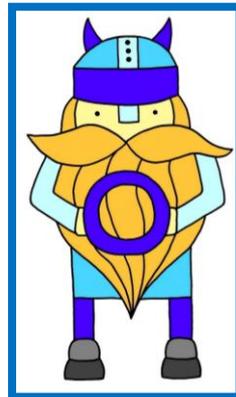
# Writing

At SGPS, we follow the VCOP writing program. It is designed to bring the fun back into writing and focuses on using oral language as a gateway to writing.

We explicitly teach the elements of VCOP (Vocabulary, Connectives, Openers and Punctuation).

Prep students start by concentrating on vocabulary and punctuation, gradually expanding their knowledge as they progress through each year level.

Each fortnight we complete a Big Write, as part of this students take home a prompt which is discussed at home to generate ideas about writing.



# Prep Literacy

Our Prep literacy program is underpinned by six key elements, including:

- Oral language
- Phonological and Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension
- Fluency

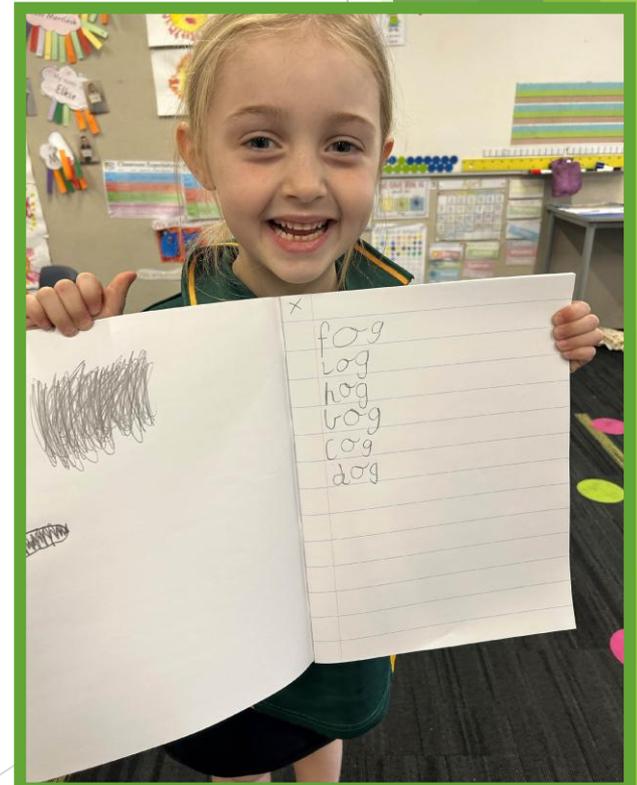


Our daily literacy block is designed so that students are taught specific skills relating to each of these areas. Students will experience:

- Explicit teaching and modelling of a skill
- Guided practice in using and applying the skill
- Multiple opportunities to apply and practice the skill independently

In the beginning of Prep students will largely be working as a whole class while we build our knowledge, skills and routines. As these accumulate we begin to work in small groups to best meet each child's needs.

Each day Prep students are learning to work with sounds, letters and words.



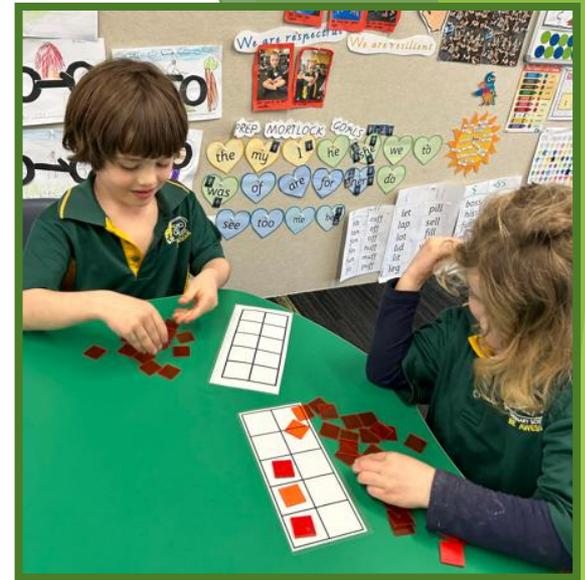
# Home Reading

- ▶ When your child has learnt specific foundational reading skills, they will bring home readers in a green satchel. These are books which only contain words that use letters already taught to your child at school.
- ▶ They will also have a library book, which can be read to them to discuss what happens in the story, the characters and any new and interesting vocabulary.
- ▶ Your child will also have Heart Words and sound cards to learn. Heart words are commonly occurring words which cannot be sounded out such as my, said etc.



# Mathematics

Our Mathematics sessions encourage learning through 'hands on' experiences and concrete materials.



# Mathematics

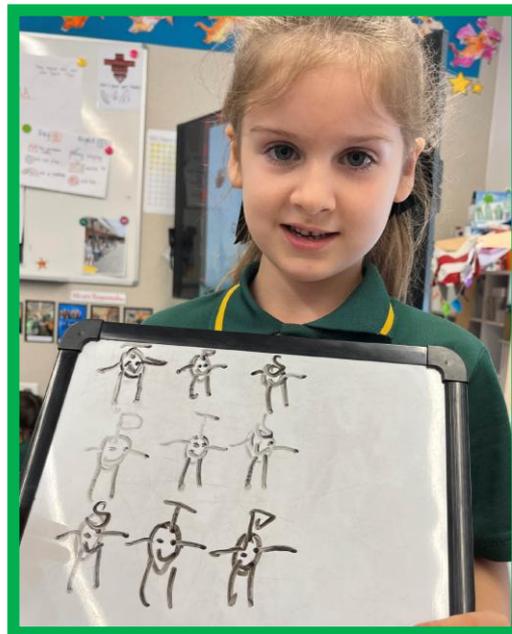
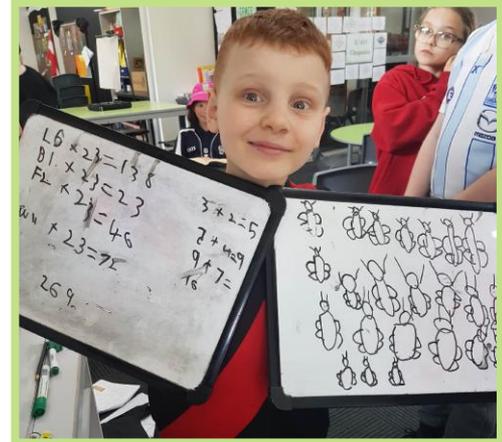
- ▶ Warm Ups – Allows students to get their ‘brain’ ready for learning. They are fun, fast and engaging and designed to hook students in to prior knowledge and for continued practice.
- ▶ Explicit Teaching – This is when the teacher introduces the learning intention, models effective strategies, explicitly teaches the skill or new knowledge and demonstrates the task ahead.
- ▶ Independent Practice – During this time, students practice the newly learnt skills, in order to develop their understanding of the concept.
- ▶ Reflecting on our learning – This occurs throughout Mathematics sessions. This enables students to share their understandings and learn from each other.



# Problem Solving

► At SGPS, we encourage our students to have a positive attitude towards Maths. We incorporate a variety of authentic problem solving activities for our students that promote:

- Understanding
- Problem solving
- Fluency
- Reasoning



# Fine Motor

- ▶ Fine motor ability is crucial to the success of children's writing. Our writing program includes a number of activities to develop their dexterity.
- ▶ Children build strength and control in their fingers and hands by using their hands to build, thread, pinch, roll and pick up various objects.
- ▶ Some of our favourite fine motor development activities include:
  - Play dough e.g. making snake, pinching lumps, rolling balls
  - Threading beads, macaroni, fruit loops
  - Peg boards
  - Lego
  - Using clothes pegs to pick up small items, etc.



# Topic Learning

Topic Learning is valuable to our students' development as it:

- ▶ Enhances oral language development
- ▶ Promotes interpersonal skills through working and playing together
- ▶ Encourages problem solving and independent working skills



# Excursions

To compliment our Topic program, Prep students have lots of fun visiting the Ballarat Wildlife Park and Ecolinc in Bacchus Marsh.



# Major Camps & Excursions

**Grade 1/2:** Grade 1/2 excursion to the Melbourne Zoo.

Grade 2 Sleepover at the Bendigo Discovery Centre.

**Grade 3/4:** Grade 3/4 excursion to Sovereign Hill.

Grade 3/4 camp to Log Cabin in Creswick.

**Grade 5/6:** Grade 5/6 Camp to Melbourne or Anglesea.

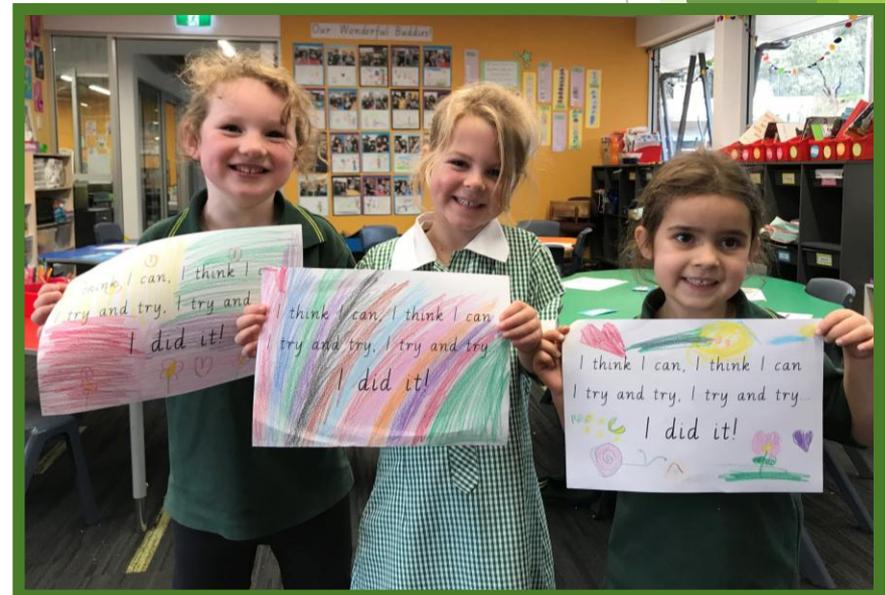


# Respectful Relationships

The Respectful Relationships program promotes and models respect, positive attitudes and positive behaviours. Through games, role play and activities it supports students to build healthy relationships, resilience and confidence, and to develop social, emotional and positive relationship skills.

It covers eight topics:

- Emotional Literacy
- Personal and Cultural Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender norms and stereotypes
- Positive Gender Relationships



# Respectful Relationships

Spring Gully Primary School is a Lead School and we are a 'Showcase' school for the Department of Education and Training (DET).

This video below is our school on the DET Website.



# Specialist Programs

- ▶ Art – 1 hour session each week
- ▶ Physical Education – 1 hour session each week
- ▶ Auslan - 1 hour session each week
- ▶ Music – 1 hour session each week



Prep Art in Action

# SWPBS

- ▶ Spring Gully Primary School implements the School Wide Positive Behaviour Support (SWPBS) framework. SWPBS is a positive behaviour approach used to enhance the academic and social behaviour outcomes for all students.
- ▶ It is a whole school approach to create an environment which encourages effective learning, development of a positive, calm and welcoming atmosphere within the school.
- ▶ It is a preventative approach. It switches focus from negative behaviours and exchanges to positive expectations and interactions.
- ▶ We aim to encourage, recognise and reward the positive behaviours displayed by students.

# SWPBS

Social skills and displaying positive behaviour is taught through a whole school and classroom matrix co-designed by staff and students.



## Spring Gully Matrix of Expectations

All Settings    Learning Spaces    Play Areas    Hub    Walkways    Toilets

<b>We are Respectful</b>	<p>We respect others' right to their personal space.</p> <p>We are kind and respectful with our words and actions</p> <p>We listen when others are talking</p> <p>We keep our hands and feet to ourselves.</p> <p>We wait our turn to speak.</p> <p>We follow the instructions of all staff.</p>	<p>We allow others to learn</p> <p>We raise our hand to share</p> <p>We use our inside voice</p> <p>We stay seated silently while others are talking to the class</p>	<p>We share equipment.</p> <p>We include others.</p>	<p>We walk around others' games.</p> <p>We remain seated during eating time</p>	<p>We walk quietly past working classrooms.</p>	<p>We allow others' their privacy.</p>
<b>We are Responsible</b>	<p>We put rubbish in the correct bins.</p> <p>We use equipment for its intended purpose.</p> <p>We look after our own and others' property.</p> <p>We use school appropriate language</p>	<p>We help clean up our classroom</p> <p>We clean up after ourselves</p> <p>We are on time</p> <p>We stay on task</p>	<p>We play in the areas we are allowed.</p> <p>We only use sticks and rocks to dig or build.</p> <p>We use equipment for its intended purpose.</p> <p>We return borrowed equipment after use.</p> <p>We follow the Oval Timetable.</p>	<p>We watch where we are going</p> <p>We walk around the games of others.</p> <p>We sit in a designated area to eat.</p> <p>We run on the asphalt only.</p> <p>We put rubbish in the correct bins.</p>	<p>We walk in and around buildings.</p> <p>We walk on all paths</p>	<p>We close toilet doors gently.</p> <p>We use the toilet for its correct purpose.</p> <p>We walk straight to the toilet and return promptly to class.</p>
<b>We are Resilient</b>	<p>We wait our turn</p> <p>We follow the problem solving process</p> <p>We apologise when our actions and words are not respectful</p>	<p>When I find learning hard, I keep trying my personal best</p> <p>We are ready to learn once we enter the classroom</p> <p>We give all tasks a go</p> <p>I ask a question if I am unsure</p> <p>I use my coping strategies when I need.</p>	<p>We can use the friendship seat</p> <p>We follow the agreed rules of the game</p> <p>We share play and sports equipment with others</p> <p>We share the space with others</p> <p>I seek help when I need to.</p>	<p>We can resume our game if it's interrupted</p>	<p>We act on reminders to walk.</p>	<p>We use toilets during break times.</p> <p>We return promptly to class</p>

	Classroom Expectations					
	Class Wide	Mat Time	Independent Work	Group Work	Belongings/space	Transitions
<b>We are Respectful</b>	<p>We give 5' to our teacher</p> <p>We listen and follow teacher instructions</p> <p>We use kind words to each other</p>	<p>We raise our hand and wait our turn to speak</p> <p>We use full body listening when others are talking (give 5)</p> <p>We are ready to listen as soon as we are seated</p>	<p>We stay on task</p> <p>We use materials for their intended purpose</p>	<p>We listen to all ideas</p> <p>Use positive language in discussions</p>	<p>We take care with others and school belongings</p>	<p>We use a quiet voice</p> <p>We follow instructions the first time</p>
<b>We are Responsible</b>	<p>We push our chair in</p> <p>We walk inside</p> <p>We keep our hands and feet to ourselves</p> <p>We are on time</p> <p>We have our needed materials ready</p>	<p>We stay seated until instruction is over</p> <p>We allow others to learn</p> <p>We keep our hands to ourselves</p> <p>We ask questions if we are unsure</p>	<p>We stay in our seat the entire time</p> <p>We use a quiet noise level</p> <p>We use materials correctly</p> <p>We do our own work</p>	<p>We help others in our group</p> <p>We do our fair share</p> <p>We allow others to stay on task</p> <p>We allow others to have a go</p>	<p>We use school property for its intended purpose</p> <p>We ask before we touch others' belongings</p>	<p>We move efficiently between tasks</p> <p>We allow others to learn</p>
<b>We are Resilient</b>	<p>We try our best</p> <p>We have a go at all tasks (go wrong)</p> <p>We understand mistakes are part of learning</p> <p>We ask for help if we need it</p>	<p>We allow others to share their ideas</p> <p>We have a go and try our best</p> <p>We stay engaged with learning time</p>	<p>We solve problems by asking 3 before me</p> <p>We keep trying if something is difficult</p> <p>We try our best to ignore distractions</p> <p>We try to help others around us focus</p>	<p>We allow others to have a turn</p> <p>We support the learning of our peers</p> <p>We continue our work when others are distracting us</p>	<p>We share our belongings</p> <p>We pack up belongings that aren't ours</p>	<p>We follow the transition and pack up routine</p>
Classroom Routines and Procedures						
Entering the Classroom	Transition	Classroom interruptions	Asking for help	End of day pack up	Exiting the classroom	
<ul style="list-style-type: none"> <li>- Sit on wooden seating</li> <li>- Wait for Miss M to signal to come inside</li> <li>- Walk in an quietly</li> <li>- Put hat and lunch box away and sit quietly on dot</li> </ul>	<ul style="list-style-type: none"> <li>- We pack up our activity straight away (books in tubs, stationary away, push chair in)</li> <li>- We come straight to our dot.</li> <li>- We keep our hands to ourselves and use inside voices</li> </ul>	<ul style="list-style-type: none"> <li>- During floor learning time if someone enters the room we remain calm and talk quietly until the interruption has finished</li> <li>- We continue our work quietly if there is an interruption during group or independent work time</li> </ul>	<ul style="list-style-type: none"> <li>- We raise our hand and wait for assistance</li> <li>- Ask a friend for help</li> <li>- We place our hand on Miss M hand if she is talking to another adult and wait our turn</li> </ul>	<ul style="list-style-type: none"> <li>- Clean up pencil tubs &amp; red tubs</li> <li>- Stack the chairs</li> <li>- Pick up all rubbish from the floor</li> <li>- Pack your bags (collect drink bottle, green bags &amp; fruit snack container)</li> </ul>	<ul style="list-style-type: none"> <li>- Wait for Miss M to signal to leave</li> <li>- Walk in an orderly fashion with hat and lunchbox</li> <li>- Ask permission to leave during class time</li> </ul>	

# SWPBS

When a student is seen demonstrating a behaviour that reflects our school values and expectations, they are awarded with a Gugu sticker.

Children devised their own reward system, where they can 'cash in' a collection of stickers for a reward.



**Prep Gugu Sticker Rewards**  
 SPRING GULLY PRIMARY SCHOOL

When we are showing our School Values and making positive choices, we can be acknowledged with a Gugu sticker. We all have a Gugu sticker chart in the classroom where we can tally our stickers.

When we collect the amounts of stickers listed below, we are eligible for a reward. It is really exciting to get a reward for our stickers and every year our school chooses different rewards we can achieve.

When we are ready to get a reward for our stickers, we tell our classroom teacher. They help us to sign off on our chart.

Everyone who reaches 25, 50 and 100 stickers gets a certificate at assembly.

10	20	30	40	50
<ul style="list-style-type: none"> <li>Eat a yummy snack at fruit time (from your lunchbox)</li> <li>Choose some colour in pictures.</li> <li>Have your nails painted for school</li> <li>Bring a teddy for the day</li> <li>Be your teacher's special helper for the day</li> <li>Play an extra round of Maths Ladder</li> <li>Change your chair/spot or dot for the day</li> <li>Take a coffee with your teacher</li> <li>Have a cushion for the day</li> <li>Sit on your teacher's chair for the day</li> <li>Use textas for the day</li> <li>Bring something for show and tell</li> <li>Free time - 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Choose a friend to have 10 minutes extra play in the hub after recess</li> <li>Bring your favourite book to school for your teacher to read</li> <li>Extra 10 mins play on playground for the class</li> <li>Play a classroom game outside</li> <li>Free time - 20 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Wear a costume or your favourite clothes to school instead of school clothes</li> <li>Wear your PJs to school</li> <li>Have a race with Mr Smith</li> <li>Watch a movie with the class</li> <li>Class dance party</li> <li>Free time - 30 mins</li> </ul>	<ul style="list-style-type: none"> <li>Have someone special come and visit at school</li> <li>Visit your brother or sister's classroom for a lesson</li> <li>Free time with a friend - 30 minutes</li> <li>Invite a friend from another class for a session</li> </ul>	<ul style="list-style-type: none"> <li>Have lunch with Mr Parkes or Mr Trezise in the staff room</li> <li>Spend a whole day with your Buddy</li> <li>Class Slumber Party</li> <li>Try another class for the day</li> <li>Class party</li> </ul>

RESPECT - RESPONSIBILITY - RESILIENCE



# SWPBS

Two years ago we launched our whole school reward initiative. Children work together in their classes to earn a class reward. This then filters into our whole school reward.

In Term One, we reached our Level 1 reward. Everyone enjoyed a game of 'hide and seek'. It was overheard to be 'The best day ever!'.



# Mascot

Gugu is our school mascot and he reminds children to **'Be Awesome'**.

Gugu was designed by a selection of students and our art teacher, Ms Leed, combined and refined the design.

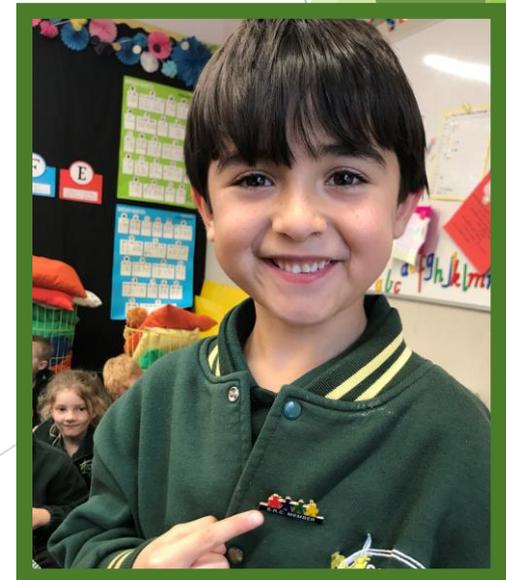
Our SRC ran a process to name Gugu and all SGPS children had the opportunity to vote.

Gugu is the aboriginal name for kookaburra.



# Student Voice

- ▶ Student voice has been a part of our school wide focus and is now imbedded in our school. It allows children to have an authentic opportunity to influence change by sharing their ideas and opinions.
- ▶ At SGPS, students from P-6 also have the opportunity to be a part of our Student Representative Council (SRC). The SRC have important input into projects and initiatives around the school.



# ICT

- ▶ **iPads** - Each Junior Class has access to iPads to compliment the learning program.
- ▶ **Netbooks** - From Grades 3-6, students are part of a 1:1 netbook program. These are integrated into learning tasks across the curriculum.



# Compass

Compass is our online student management system, used for most school communication. It allows families to electronically approve and pay for excursions and camps, place a canteen order, book parent-teacher interviews and access your child's profile.

We send our newsletter link and reports via Compass, along with important alerts and messages.

Compass is also used by BSE and BSSE.

Compass



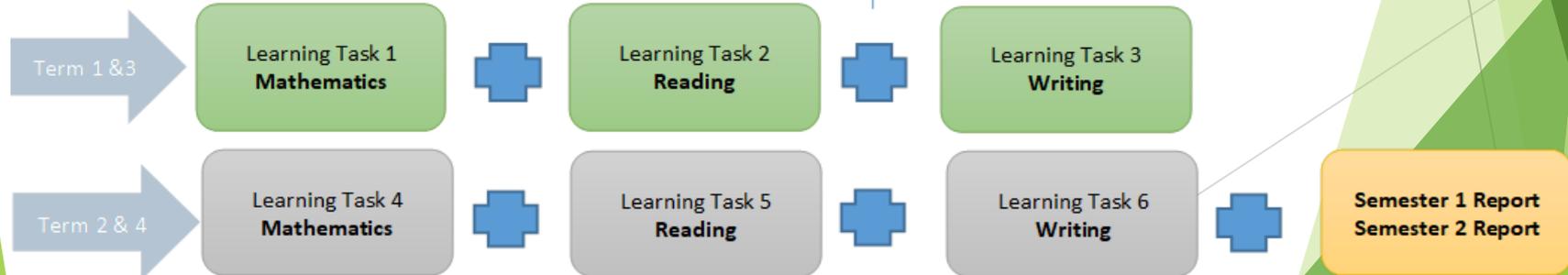
# Learning Tasks

- ▶ At Spring Gully Primary School we run a progressive reporting model for families
- ▶ Families receive 'Learning Tasks' every 3-4 weeks on student progress and achievement, based on a range of school wide key assessment tasks
- ▶ Learning Tasks focus on student progress and achievement in Reading, Writing, Mathematics.

# Learning Tasks

- ▶ A Semester Report is also provided to families at the end of each semester
- ▶ Each semester, families will receive 6 Learning Tasks and 1 Semester Report – this makes up the complete reporting package to families.
- ▶ Prep families will receive 2 Learning Tasks in the first term – Literacy and Mathematics..

The SGPS reporting package each semester comprises of:



# Parent Helpers

Parent helpers play a vital role in our junior classrooms. We encourage you to be a part of your child's learning. Ways that you can assist in the classroom include:

- ▶ Listening to reading (begins Term 2)
- ▶ Parent Club
- ▶ Fresh Fruit Friday
- ▶ Assisting on Camps and Excursions
- ▶ School Council



# Community

- ▶ Walk to School month
- ▶ Easter Hat Parade
- ▶ Grandparents Day
- ▶ Footy Colours Day
- ▶ Mother's and Father's Day Breakfast
- ▶ Athletics Carnival
- ▶ Cross Country
- ▶ Harmony Day
- ▶ Be Awesome Day



# Buddies

Our Buddy Program assists Grade Prep students to develop confidence when interacting with their older peers.

The Buddies help to ensure that the Preps are safe and comfortable in their new school surroundings for the first term.

Buddy sessions are held frequently during the beginning of the Prep year and every few weeks for the remainder of the year.



# Prep Classes

When forming our Prep Classes (or grades) for our students we take into consideration:

- ▶ The Kinder that your child has attended and what group they were in
- ▶ Any friendship preferences that you may have
- ▶ Academic, social and behavioural aspects.

We try to ensure that each child has at least one friend in their grade. We continue to consider your child's needs throughout their time at SGPS.



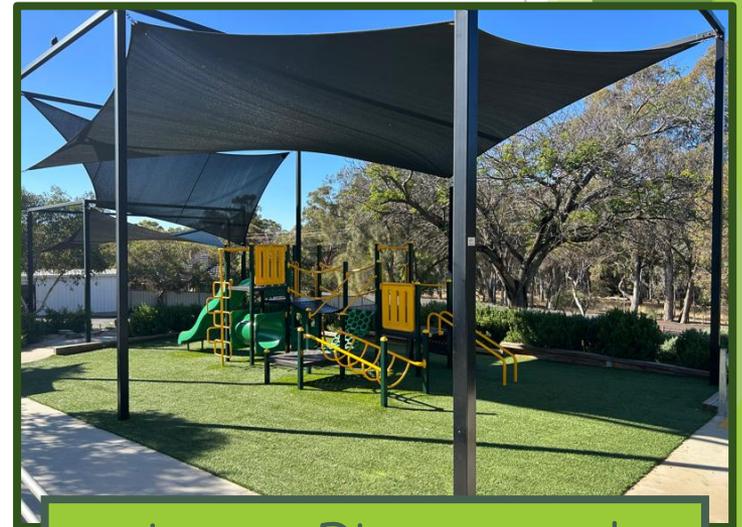
# Prep Spaces



Junior Sand Pit



Junior School Library



Junior Playground

# Our Wellbeing

- ▶ Student Engagement and Wellbeing Policy
- ▶ Extension and Intervention Programs
- ▶ Access to a Speech Therapist, Occupational Therapist & Psychologist
- ▶ Respectful Relationships Program
- ▶ Upstander program
- ▶ School Social Worker
- ▶ Mental Health Leader
- ▶ Disability Inclusion Support
- ▶ Reflection Room
- ▶ Private Allied Health
- ▶ Friendship seat
- ▶ Extra-curricular activities held during lunch time activities which include Quiet Colouring/Drawing, Chess Club, Coding Club, Lego Club and sports.



# Other Extra Curricular programs

- ▶ Quiet colouring in the Art room & Art Club
- ▶ Caring for the school chooks
- ▶ Coding Club (From Grade 3)
- ▶ Choir (From Grade 3)
- ▶ Gardening Club
- ▶ Chess Club
- ▶ Lego Club
- ▶ Mindfulness Club

Gardening Club



# Sustainability

- ▶ We value sustainability at SGPS and teach children about it's importance from Prep. During Prep to Grade 6, children are involved in our recycling program and learn to care for the school garden and chook shed.



# Open Day

You are invited to join us this **Thursday** from **9am – 10:30am** for a tour of the school. It is a wonderful opportunity to see our school in action.

If you are unable to join us, there is a virtual tour of our school lead by SGPS students on YouTube.



SGPS Tour

# What are the skills you could help your Foundation student to develop?

Firstly, we recognise that all children are individuals and learn at different paces.

Some things that you could practice at home to support your child to make a smooth transition to school include:

- ▶ Taking their own jumper off and putting it back on
- ▶ Being able to recognise and pack their own bag
- ▶ Being able to open containers and food items from their lunchbox
- ▶ Sharing and taking turns
- ▶ Listening skills

# Transition Dates

- ▶ Parent Information Evening for confirmed enrolments  
Tuesday 11<sup>th</sup> November 2025      6.30pm – 7.30pm
- ▶ Prep Transition Day One  
Tuesday 18<sup>th</sup> November 2025      9.00am – 10.00am
- ▶ Prep Transition Day Two  
Tuesday 25<sup>th</sup> November 2025      9.00am – 10.00am
- ▶ Prep Transition Day Three  
Tuesday 2<sup>nd</sup> December 2025      9.00am – 10.00am
- ▶ Prep Transition Day Four  
Tuesday 9<sup>th</sup> December 2025      9.00am – 11.30am

# Prep Enrolments

- ▶ You are welcome to view more enrolment information on our school website.
- ▶ Enrolments are guided by our Enrolments Policy.
- ▶ Early enrolments assist us to put in place staffing, grade structures and facilities for next year.
- ▶ Enrolments close on **Friday 25<sup>th</sup> July**.
- ▶ When enrolling your child, you will need to provide the following with the enrolment form:
  - ▶ A copy of the birth certificate (we can make copies of originals if necessary)
  - ▶ A school entry immunisation certificate obtained from The Australian Childhood Immunisation Register (ACIR) Phone: 1800653809

# Thank You

- ▶ Please feel free to contact us to talk further about Spring Gully Primary School.
- ▶ Enquiries can be made via email to Francis Trezise (Principal) at [francis.trezise@education.vic.gov.au](mailto:francis.trezise@education.vic.gov.au) or by phoning our school on 5443 7230.



Prep Art Class joined by Francis