



St Kilda Park
Primary School

Foundation Information Session



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NAPLAN - Students by Proficiency Levels ⓘ

Exceeding or Strong students in 2024 (%) ⓘ

For students in Year 5, Reading

84%

Your school

88%

Similar schools

88%

Network

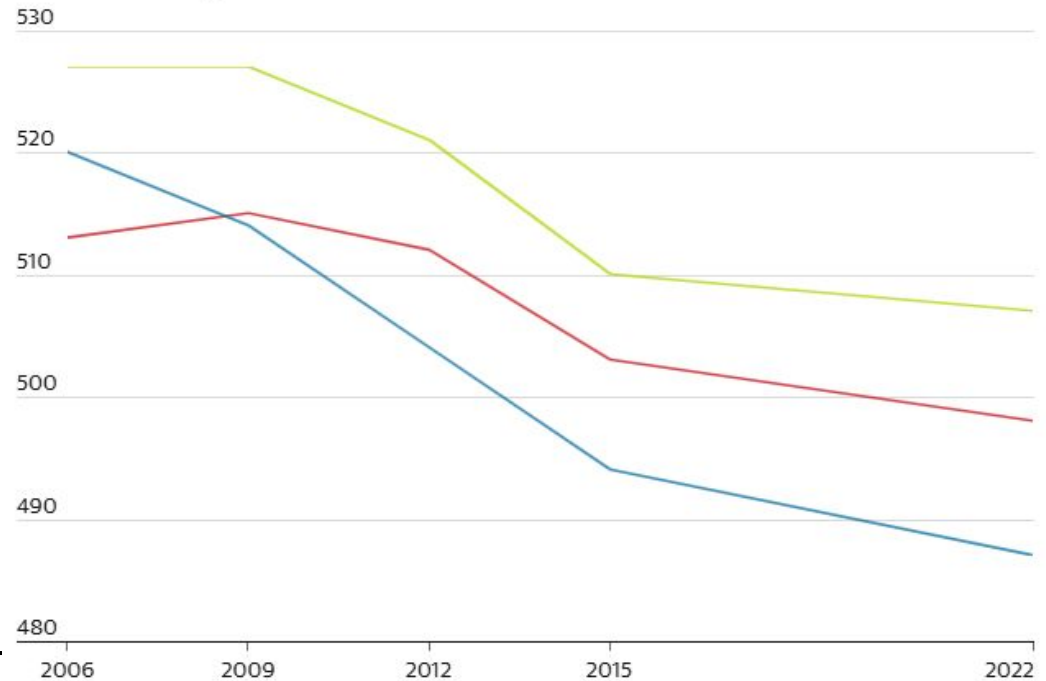
73%

State

Australia's performance over time

Mean scores for Science, Reading and Mathematics has declined

■ Science ■ Reading ■ Mathematics



Plain language summary



Explainer Explicit instruction

September 2023

Media Release

The Hon Ben Carroll MP
Deputy Premier
Minister for Education
Minister for Medical Research

Thursday, 13 June 2024

MAKING



National Victoria Education

Catholic schools reap the benefits of ‘back to basics’ overhaul



Caroline Schelle

February 16, 2025 – 4.00pm

Save

Share

A A A

A “back to basics” overhaul on how Victoria’s Catholic schoolchildren learn reading and maths has yielded positive results including an improvement of more than 20 per cent in numeracy skills in the 12 months since the change was brought in.

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**WHAT EXACTLY
IS EXPLICIT
INSTRUCTION?**



SPECIALISTS



STEM with Tom



Philosophy with Susan



Kitchen Garden with Alli & Chantel (Years 3/4 only)

Performing Arts with Tanya



Italian with Dee

Visual Arts with Chantel



TERM 1 SPECIALIST TIMETABLE

	FJ	FN
Philosophy	Monday	Monday
Performing Arts	Monday	Tuesday
Visual Arts	Thursday	Thursday
Italian	Thursday	Thursday
STEM	Friday	Friday
Library	Tuesday	Tuesday

LITERACY

PHONICS

- This year, we have introduced PhOrMeS, which is a systematic, synthetic phonics curriculum
- Aim is to build phonological awareness, recognising the sounds letters make, matching sounds to letters, and understanding that spoken words can be broken into smaller parts.
- ***PhOrMeS involves:***
 - A daily review of previous learning
 - Introduction to new codes (letters and sounds)
 - Exposure to 'weird' words e.g. was, is, as, the
 - Practising decoding skills
 - Handwriting and spelling practice
 - Use of mini whiteboards
 - Use of language: 'park it', 'lock it', 'hover', 'chin it'



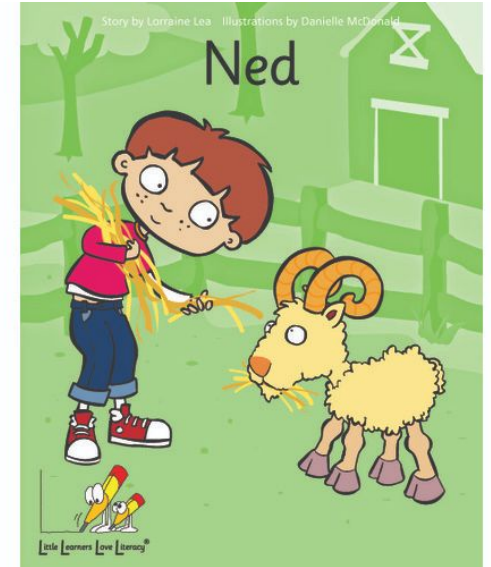
PhOrMeS

Word Reading, Spelling & Learning

LITERACY

READING

- Concepts about print (how books work)
- Begin reading **decodable** texts (**sent home in Week 5**)
- Learning how to decode and blend words together
- Independent Reading – building stamina
- Paired fluency - practising codes, words and reading small passages of text for 10 minutes with a partner



PhOrMeS

Word Reading, Spelling & Learning

WRITING

HANDWRITING

- Fine motor activities to support correct pencil grip, hand strength and stamina with writing
- Name writing
- Using correct letter formation and starting points (upper- and lower-case letters)

BEGINNING WRITING

- What is a sentence? Tracing, copying, cutting up and finishing sentences
- Writing simple words e.g. cat, dog
- Learning common words e.g. and, the, is
- Students will learn how to write for different purposes, such as recounts, narratives and information reports

NUMERACY

- Throughout the year in Maths we will cover the following areas according to the Victorian Curriculum 2.0

Number	Algebra	Measurement	Space	Statistics
<ul style="list-style-type: none">•Counting•Subitising•Partitioning•Place Value•Addition and Subtraction, sharing (for division) and groups of (for multiplication)•Money•Fractions	<ul style="list-style-type: none">•Patterns•Directions	<ul style="list-style-type: none">•Length•Capacity•Mass•Capacity•Time•Location	<ul style="list-style-type: none">•2D shapes•3D objects	<ul style="list-style-type: none">•Data



NUMERACY



- **5 sessions** of Numeracy taught per week
- Begin each lesson with a daily review of previous learning
- Clearly stated and displayed Learning Intentions and Success Criteria
- Use the online platform **Ochre**, which allows for explicit teaching in line with the Victorian Curriculum 2.0
- Explicit teacher modelling and guided practice to support students in experiencing success working independently
- Use of mini whiteboards
- Use of language: 'park it', 'lock it', 'hover', 'chin it'

Mathletics cards will be given to students this term for home use.

PE

- Taught by class teacher.
- PE lessons are either game-based which allows for teamwork, cooperation and communication, or skill-focused, which targets gross and fine motor skills.
- **Athletics** will be in the end of Term 1. Parents are encouraged to attend and help run the different stations.
- **Swimming** will run in Week 10 of Term 2 (23rd-27th of June). These sessions will be 45 minutes long. We would love if parents with a Working With Children Check are able to come along and help out.
- **Gymnastics.**

INQUIRY

Term 1: Where do I belong?



Term 2: What do I know about my world?



Term 3: How do animals grow and change?

Term 4: What is a place?



RESPECTFUL RELATIONSHIPS AND CIRCLE TIME

- Respectful Relationships is a program that recognises that developing positive and respectful relationships is an important part of a student's emotional and social development. It aims to foster respect, resilience and confidence.
- Circle Time sessions are run weekly to give students an opportunity to express their thoughts and feelings. Some sessions have a focus e.g. exploring how to make friends and other sessions will address specific concerns as they arise in the class - e.g. rough play.

There are 3 rules in Foundation Circle time:

1. We take turns
2. You can 'pass'
3. No put-downs

BUDDIES

Each Foundation student will be allocated a Year 5 buddy. Due to slightly higher numbers of Foundation students, some Year 5s will be allocated two buddies.

They will meet once a week. We have already had two opportunities for a general play to allow the students to get to know one another.

We will assign the students to their buddies in the coming weeks.

The regular day for Buddies is yet to be confirmed but it is looking like a Wednesday at this stage.

These sessions are student led. Year 5 students plan and create the activities with teacher supervision.

PARENT HELPERS

- From Term 2, we will be welcoming parent helpers into the Foundation learning space.
- We will send out more information regarding this early in Term 2, along with a sign up sheet.

You will need a current Working With Children's Check.

REMINDERS

- Please ensure your child comes to school with a sunsmart hat.. This can be kept in their bag box at school.
- Please ensure your child comes to school with a water bottle.
- Continue to label all your child's clothing and belongings.
- Make sure your child brings their orange reader bag each day, as we will be sending home their decodable texts from Week 5.

REPORTING

Compass

- End of semester reports through Compass (Terms 2 & 4)

Seesaw

- Ongoing reporting platform
- Post samples of student work alongside teacher comments throughout the year

Term 3 Interviews

- Opportunity to discuss the learning growth of your child (10min interview).

QUESTIONS?
