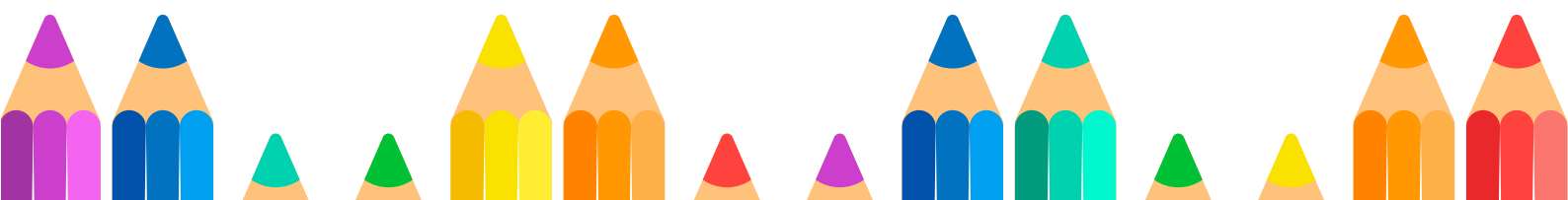




Welcome to Prep 2025

Miss Megan Wirth (Prep MW)
Miss Liz Cameron (Prep LC)

SACRED HEART
CATHOLIC SCHOOL KEW





Welcome to Sacred Heart!

We look forward to working together throughout this year. We have lots of wonderful learning opportunities and experiences planned for our terrific Prep children.

In this booklet you will find important school and curriculum information that you need to know for this year. Once you have read through the booklet, please feel free to contact us with any questions you may have.

Term 1 Important Dates

February -

21st - Whole School Welcome Picnic 6pm

March

1st - Prep and New Families Welcome Event 7pm

6th and 7th - School Closure Days

10th - Labour Day holiday

11th - Classroom Helper Course 8:45am

11th - Preps begin full time

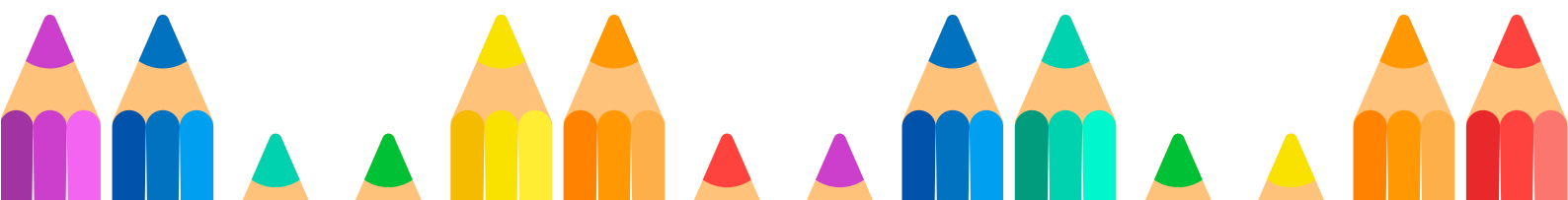
26th - Parent/Teacher Chats 12:45pm finish

April

2nd - School Photos

3rd - School Sports Day

4th - Last day of Term 1. Free Dress and 12:45pm finish.





Term 1 Curriculum

Religion

The units we will be covering this term are: God's Great Family and Following Jesus, Loving and Serving (Lent).

God's Great Family:

In this unit, students learn about belonging to family and to the People of God. They also learn about some of the people in Jesus Christ's family and some of the gospel stories about his childhood.

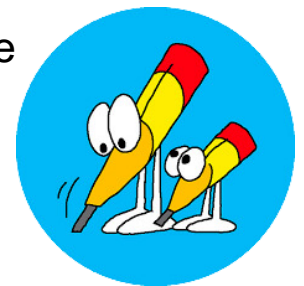


Following Jesus, Loving and Serving (Lent)

In this unit, students begin to learn about Lent and Holy Week. They are introduced to the stories of the Lost Sheep, the Washing of the Feet and the Last Supper. Through these stories, and in keeping with the season of Lent and Holy Week, the students are introduced to Jesus Christ as the one who loves us, who seeks out the lost, who humbly serves others, and who provides nourishment.

English

Sacred Heart is continuing with its Science of Reading journey this year. Prep and Year 1 students use the Little Learners Love Literacy (LLLL) program. LLLL 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 /i/ 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**).





Term 1 Curriculum

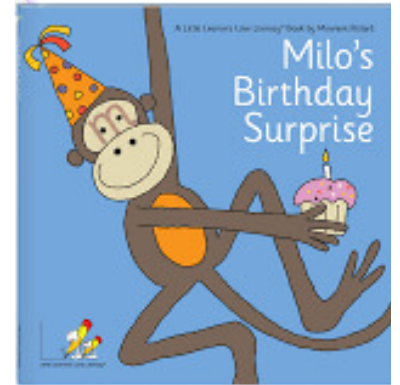
Little Learners Love Literacy® Seven Stages



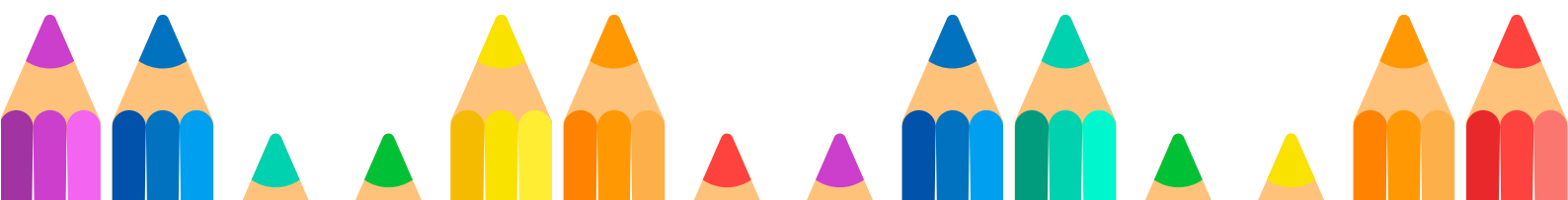
We start with teaching the simple code in Stages 1–4. We will focus on phonics and phonemic awareness to build the strongest foundations for reading and spelling success. We will also focus on building vocabulary and oral language skills to develop equally strong foundations for comprehension and writing.

Meet Milo and friends

In the first few weeks of term, we will be learning our Stage 1 letters and sounds. We will be enjoying the *'Milo's Birthday Surprise'* storybook, meeting a new character and sound regularly. We will also learn to blend sounds to say words with the Ally alligator puppet and segment them for spelling, as well as learning handwriting.



Decodable books Once we finish teaching Stage 1, we will start to send home Pip and Tim decodable books. These are our secret to success – our 'no tricks' books. Each story practises the sounds and letters that we have taught, so children will be able to read the books themselves by sounding out and blending (and no guessing!)



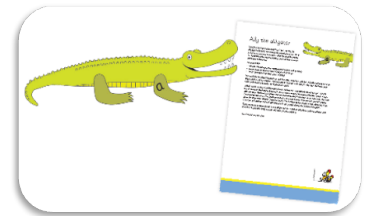


How can you support your child at home?

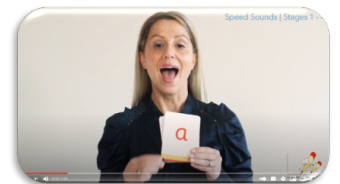
Reading to your child Read many books to your child and talk about what you just read. This is crucial for vocabulary and linguistic comprehension. Choosing a quiet time, such as bedtime, can help build an easy and fun reading routine.



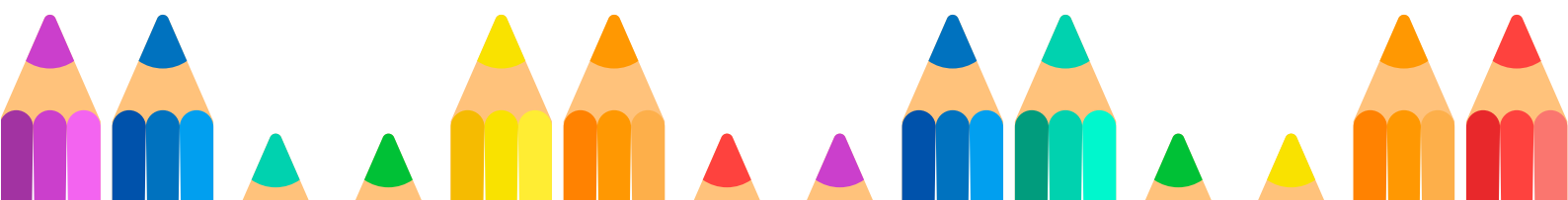
Play with sounds Read the Little Learners letter that we will soon start posting on Seesaw each week. Ask your child the questions that are included with the letter. This will support the development of phonemic awareness (helping in the ability to identify, blend, segment and manipulate speech sounds within words).



Say the sounds Say the 'pure' sounds without an 'uh' sound on the end; for example, 'lllll' rather than 'luh'. You can listen to the sounds on the Little Learners Love Literacy® YouTube channel.



Practise decoding When our decodable storybooks start to come home, encourage your child to sound out to read unknown words. Remember that this is the beginning of your child's learning to read journey and, just as when they were learning to walk, your child will need support to build confidence reading.





Classroom Helpers

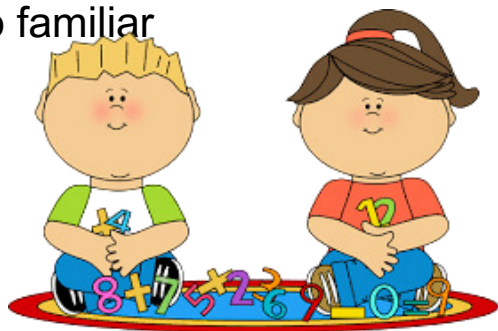
The English program involves classroom helpers and a roster will commence in Term 2. The date of the Classroom Helper Course is **11th March 8:45am**. Attendance is compulsory if you wish to assist in the classroom. Please note that all volunteers need a Working with Children Check, a signed 2025 Volunteer Application form and a signed 2025 MACS Parent/Guardian Code of Conduct, sent via Operoo. If you have completed the course in previous years you do not need to attend again. If you cannot attend please email Courtney Drough at cdrough@shkew.catholic.edu.au to organise an alternative time.

Mathematics

During Mathematics this term we will be focusing on Number, Algebra, Space and Measurement.

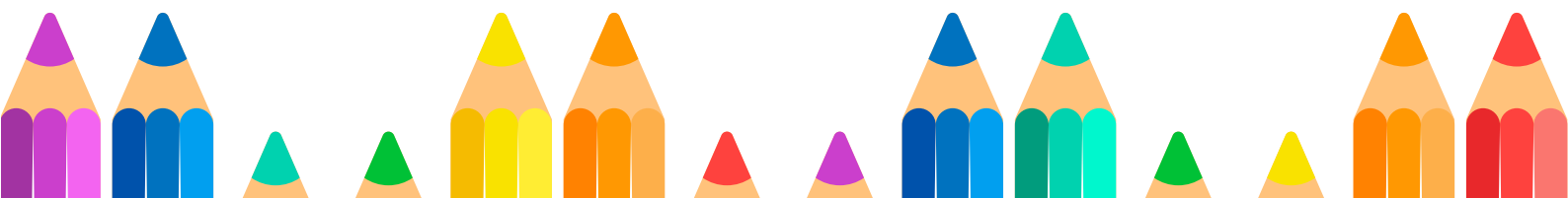
Children will:

- model, count, compare and order collections up to 10
- recognise and write numerals up to 20
- count orally forwards and backwards between 0-20
- sequence days of the week and connect them to familiar events and actions
- copy and create simple patterns
- describe the position of familiar items



Ideas to support your child at home:

- counting practice (0-20)
- finding numbers, patterns in different environments
- writing numbers 0-20
- talking about the days of the week and identifying different events that occur on different days





Victorian Curriculum 2.0

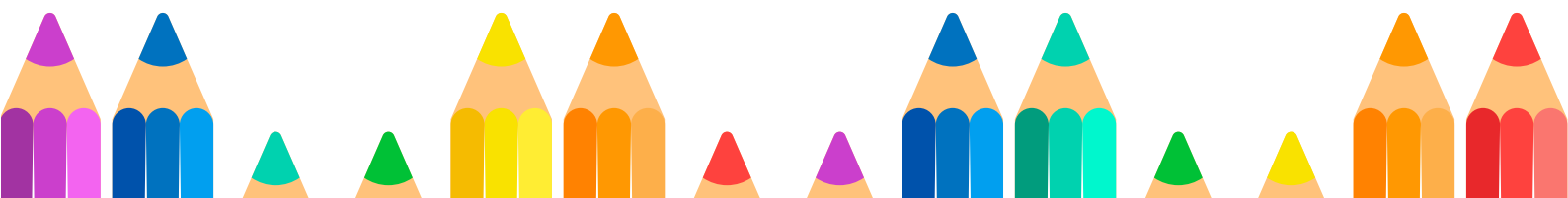
The Victorian Curriculum and Assessment Authority (VCAA) recently published its revised Mathematics and English curriculums (English Version 2.0 and Mathematics Version 2.0). All Victorian schools will be using the Mathematics Version 2.0 and English Version 2.0 in 2025. At Sacred Heart we will be using the revised Mathematics 2.0 and English 2.0 for school reporting from Semester 1, 2025.

Mathematics 2.0

The Mathematics Version 2.0 is organised into 6 strands (Number, Algebra, Measurement, Space, Statistics, and Probability).

Mathematics aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life and work, as active and critical citizens in a technological world
- become confident, proficient, effective and adaptive users of mathematics
- become effective communicators of mathematics who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- develop a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.



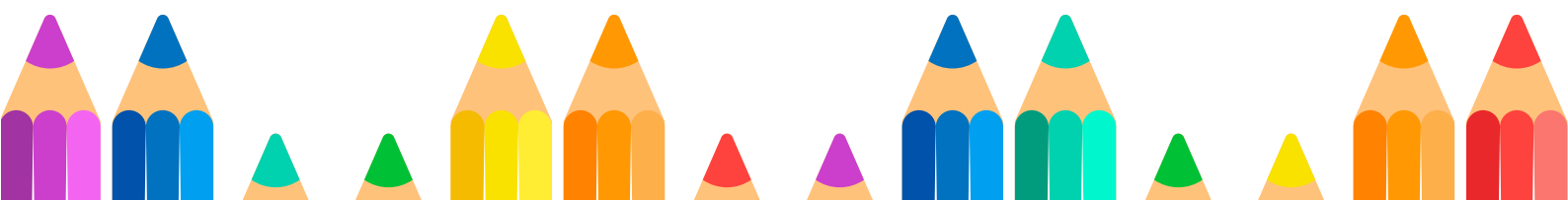


English 2.0

English Version 2.0 has been developed to be more flexible and invites skills to be transferred across language modes and contexts and is now organised into the following strands: Language, Literature and Literacy. Within these strands Reading and Viewing, Speaking and listening and writing will now be covered.

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently listen to, speak about, read, view, write, create and reflect on a range of texts, through their historical, cultural and social contexts and across an increasing level of complexity
- understand how to use Standard Australian English appropriately, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining and analysing texts, and develop an informed appreciation of the aesthetic aspects of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form and convey ideas, and facilitate interaction with others.





Inquiry

What Is My History?

This unit aims to develop children's knowledge of past, present and future in the context of their own personal history and that of their families. It will build children's understanding of continuity and change, cause and effect, perspectives, empathy and significance.



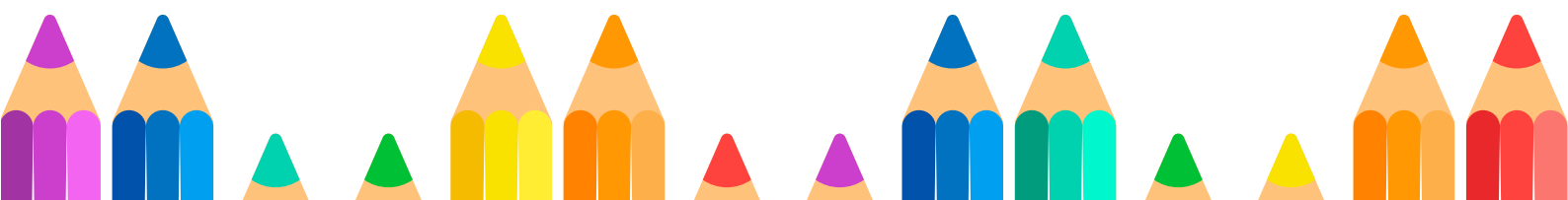
Digital Technologies

Digital Technology is integrated into other subject areas such as English and Mathematics. Students will still have explicit Digital Technologies lessons with their classroom teacher, to address specific skill acquisition. During these lessons, students will focus on different devices and software. They will have discussions around being cybersafe and using devices correctly.



Seesaw

Seesaw is a student driven portfolio of learning. It empowers students to create, reflect, share and collaborate. Students and teachers add photos, videos, drawings, text, PDFs, and more to show what they know. We will be using Seesaw to document and celebrate some of your child's learning experiences in the classroom. Keep an eye out in your child's pouch for your invitation to connect to your child's journal. Please contact us if you need any assistance with this.





Wellbeing

This term we will explore different positive behaviours that students can display towards their peers. We will continue to look at making good choices and the difference between ‘ant’ and ‘elephant’ sized problems.

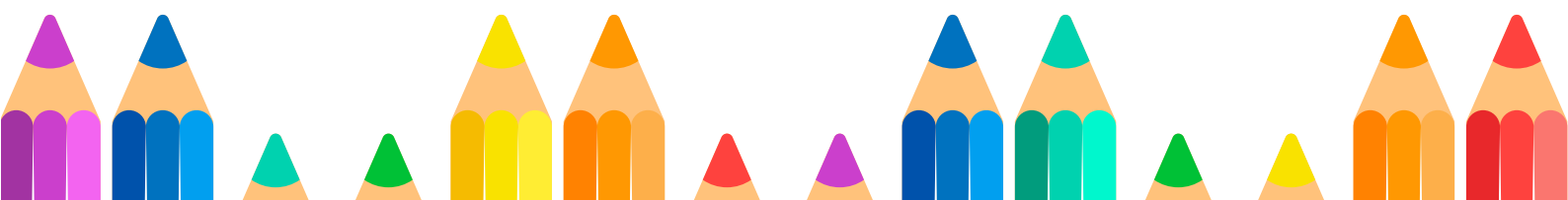
We will also be referring back to the school expectations that are in place at Sacred Heart.

These include:

- 1- Follow Directions**
- 2- Speak Appropriately**
- 3- Move Safely**
- 4- Look After Our School**
- 5- Be Ready to Learn**
- 6- Hands off**



We will also explore the **Zones of Regulation** which is designed to teach students self regulation and emotional control. It provides students with an easy way to think and talk about how we feel on the inside and sort emotions into four coloured Zones, all of which are expected in life.





Other Important Information

Brain Food/Snack/Lunch

Brain Food is a small fruit or vegetable snack that they are able to manage in a short time. This occurs at about 9:45 each day. If you are sending in an apple, please cut it into small pieces.

Snack is eaten at approximately 10:35 with the bell going at 10:45 for outside play. Lunch is eaten at around 12:35 each day with the outside play bell ringing at 12:55.

Students always have ample time to eat and if needed will be given more time after playtime has ended.

At Sacred Heart we have a 'no sharing of food' policy. This is to protect those students and teachers who are allergic to different foods.

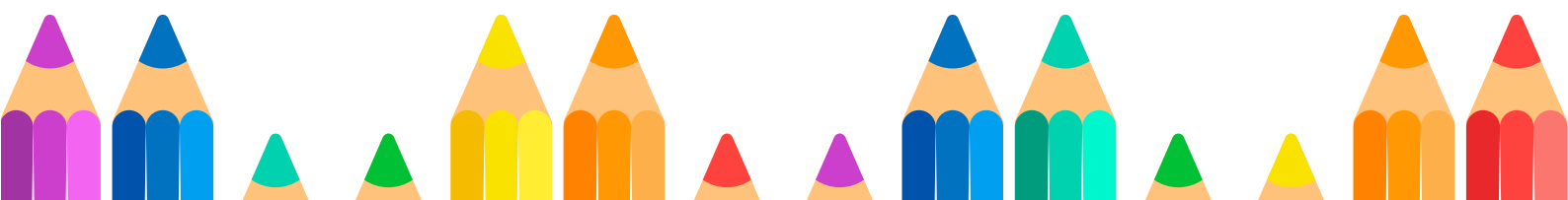


Anaphylaxis and Allergies

Sacred Heart is a 'Nut Aware' school. We would appreciate your cooperation in refraining from sending food, snacks or treats (made or packaged) that contain nuts (e.g. peanuts, cashews, peanut butter and Nutella) to school or any school gathering.

Birthday Treats

Should your child be celebrating a birthday and wish to hand out treats please send in a commercially wrapped treat to share with the class. For safety purposes, no lollipops. Please also let the teacher know in case they need to cater for a child with an allergy. We appreciate your ongoing support with this.





Absences

The school day begins at 8:45. If your child is going to be absent for the day, please alert the school by 9:30am through email, a phone call or the Audri app. After the roll is taken in the morning, classroom teachers will alert the office to absent children who we have not heard from and you will be contacted to verify their absence.

Drop off and Pick Up

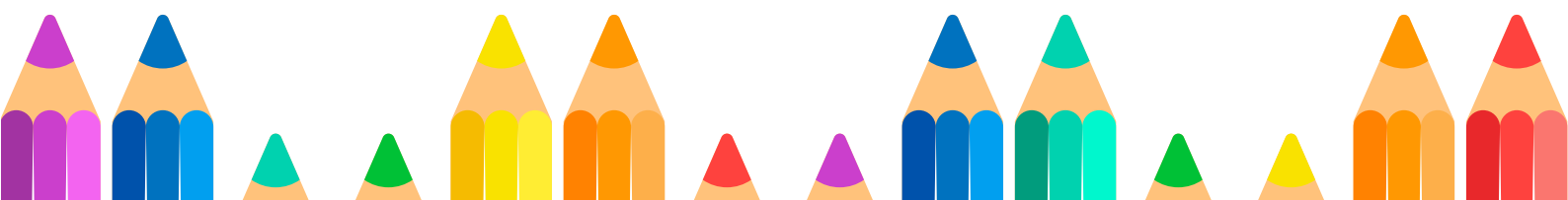
Kiss and Drop (Glenferrie Road) is a great service that we offer every morning and afternoon for pick up. Cars enter through the Glenferrie rd entry on to the basketball courts. They wait in line with teachers assisting students into cars by opening car doors. Parents are to stay inside the car at all times and **children must be able to put on their own seatbelt. Please do not queue up on Glenferrie Rd to enter the school grounds as this is a No Standing Zone during school hours.** If your child is using Kiss and Drop in the afternoons it is helpful to write a small K&D on their hands so they remember where to go once school is dismissed.

Out of School Hours Care - MACSEYE

Please inform us if your child is attending Aftercare in the afternoons so we can direct them to the right place.

Sunscreen

Sunscreen is available for use in the classroom. **We strongly recommend applying sunscreen before school in the warmer months** and students will be encouraged to reapply at lunchtime. Please be aware that teachers are not allowed to apply sunscreen to students. They must be able to do this themselves. The sunscreen available at school is pictured. Feel free to send in your child's own sunscreen to keep in the classroom.





Communication

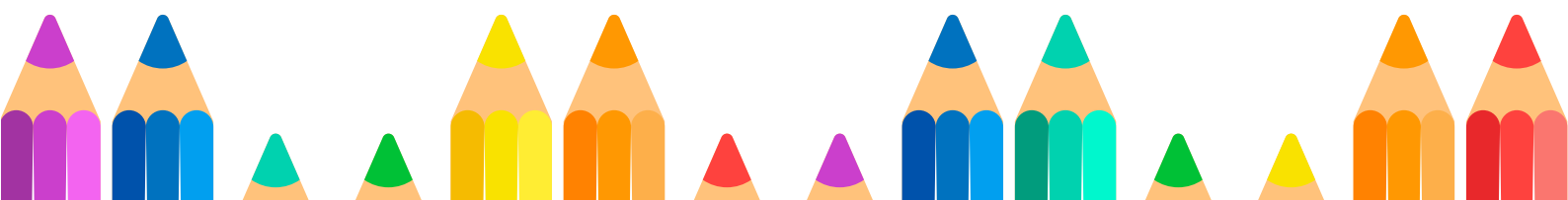
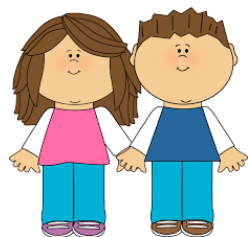
One of the ways we communicate with parents is through the use of the school pouch. We use these to share important notes, readers and reading record books. We encourage these to come in everyday and for you to check these every night. These can be purchased at Bob Stewarts if you do not have one yet.



If you have any need to contact us throughout the term we would love to hear from you via the usual methods, a note in the pouch, or an email to admin@shkew.catholic.edu.au that Caroline Reid will forward and we will respond to as soon as possible.

Friendships

The Prep students are starting to make lots of wonderful connections with their peers. We are noticing lots of lovely friendships starting to blossom within the classroom environment. Friendships can take time as they settle into their new environment. The playground can be a particularly difficult place for the Preps as the size and large crowds can be quite overwhelming. We are encouraging students to line up with friends before they go outside and to ask for help if they don't have anyone to play with. It is very normal for Prep students to want to play with their siblings at school. This usually only happens as they are settling in and adjusting to their new environment. Soon, we will begin allocating Mondays for students to play with their siblings or Year 5/6 Buddy and then other days they will need to play with their Prep friends.



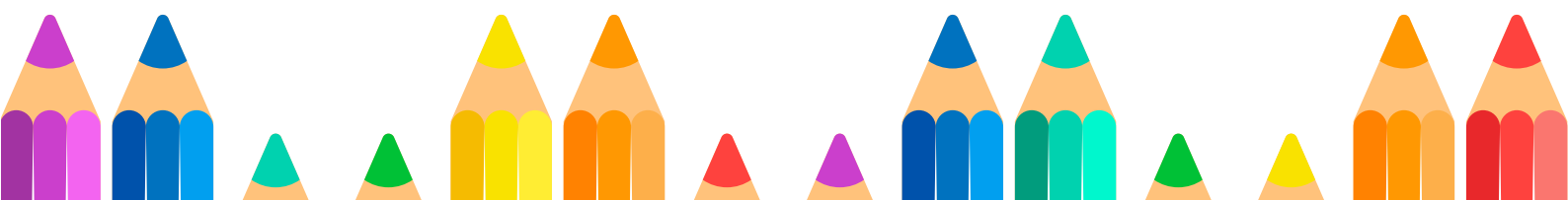


Subject Teacher Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
		Performing Arts Mrs Mulhall	Sport Mr O'Shea	Sport Miss Wirth and Miss Cameron
		Mandarin Mrs Chen	Visual Art Mrs Burnes	Library

Library

Although our school library is off limits during the building project, regular borrowing may still continue from a small collection of books housed within our classroom. Our Prep weekly borrowing session is timetabled for Fridays. We will begin once the students start full time. We have provided each student with a library bag but feel free to send in their own library bag if you wish. Please note library bags must be at school for borrowing. Please ensure books are returned promptly to allow for students to continue borrowing.





We are looking forward to an amazing year in Prep and are excited to work alongside you for the first year of your child's school journey. Please always feel free to contact us so we can assist you with any concerns or questions.

Kind regards,
Megan and Liz

