HUNTLY
PRIMARY SCHOOL 306

Respect -resilience - community - teamwork and collaboration

Our School believes that each student's progress is enhanced and enriched through cooperation between students, staff, parents, community and other learning providers both at school and home. The cooperation of these partners provides challenging learning experiences that assist each student to realise their potential and will equip them to effectively participate in society, contributing to its advancement and wellbeing.

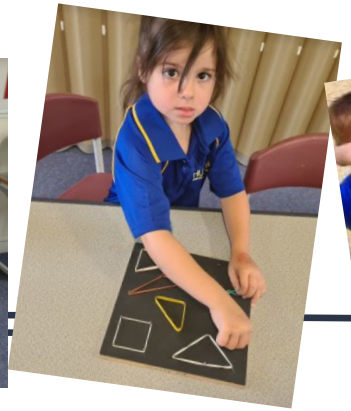
Literacy and numeracy at Huntly PS

LITERACY

- ✗ 2 hour Literacy block each day
- ✗ Reading: Shared, Independent, Guided
- ✗ Oral Language
- ✗ Spelling
- ✗ Writing

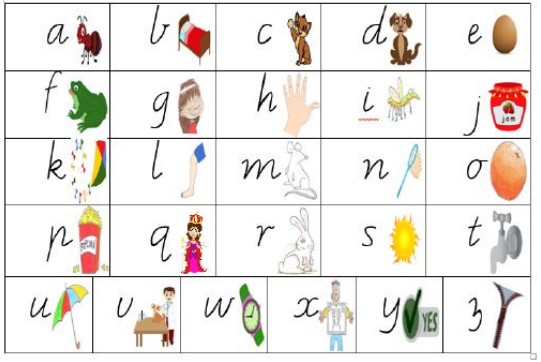
NUMERACY

- ✗ 1 hour Math block each day
- ✗ Whole class focus
- ✗ Number Talk
- ✗ Practical hands on tasks
- ✗ Focus groups
- ✗ Reflection time

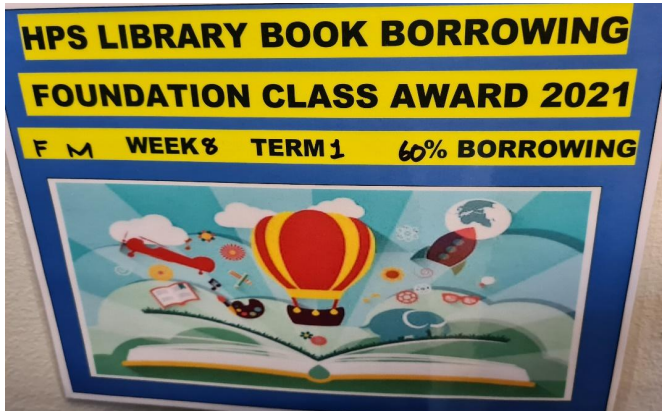


At home reading

We encourage you and your child to read together for 5 out of 7 week nights alongside alphabet practice each night.



Library



Students can borrow books to take home on a weekly basis. An award is given to assembly each week to the class that has borrowed the most books.

Specialists

- Phys Ed
- Art
- Chinese
- Music

EXCURSIONS

UNIFORM

All items for both winter and summer uniforms are available at LOWES, Bendigo Market Place

- Shoes suitable for daily use (sport shoe)
- Sun Smart Hat-
  To be worn Terms 1 and 4.

TIMETABLE

Teacher availability before 8.45am and after 3.45pm

- Teachers will be in classrooms at 8.45am. If you require a prolonged conversation with your child's teacher it is advised that an appointment is made before 8:45am or after 3:30pm.
- If arriving late, students are required to enter school through the office. They will be marked on the role and given a late pass for the classroom.
- Between the hours of 9:00am and 3:30pm structured classroom learning.

Lunch times –

- 11.00am-11:45am first lunch
- 1.45pm-2:30pm second lunch.
- Fruit Snack/brain food at 12:45

WELLBEING

School Wide Positive Behaviours: SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

Berry Street: Addressing the specific needs of disengaged young people through a trauma informed process. It is designed to support the development of students' physical, psychological, social and emotional capabilities.

Resilience, Rights and Respectful Relationships: Develops students' social, emotional and positive relationship skills.

School Wellbeing Officer Dianne Kaplan : Available to work with individual students and support families. Referral slip at the office.

Our values

Respect

Looks like

- Using Manners
- Active listening: look at person, positive body language
- Looking after yours and others things
- Cleaning and packing up
- Helping
- Thinking of others
- Including others
- Kind words

Sounds like

- "Can I help?"
- Manners
- Sharing
- Taking turns
- Valuing others opinions
- "Are you OK?"

Feels like

- Being cared for
- Kind, safe, loved
- Happy
- Listened to
- Valued

Teamwork/ Collaboration

Looks like

- Helping each other
- Teaching others
- Working together
- Speaking nicely
- Taking turns
- Joining in
- Being Involved

Sounds like

- Nice
- Using Kind voices
- Soft voices
- Manners, like:
  - "Excuse me"
  - "Thank you"
  - "Pardon me"
  - "Please"
- Encouraging others
- Asking: "Can I help you?"

Feels like

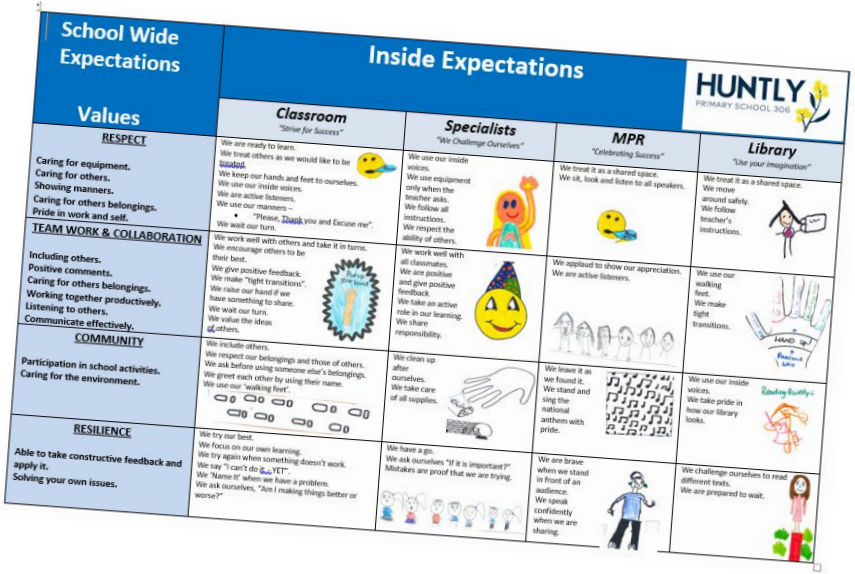
- Happy
- Excited
- Glad
- Nervous
- Included
- Fun
- Fair/equal

Our Values

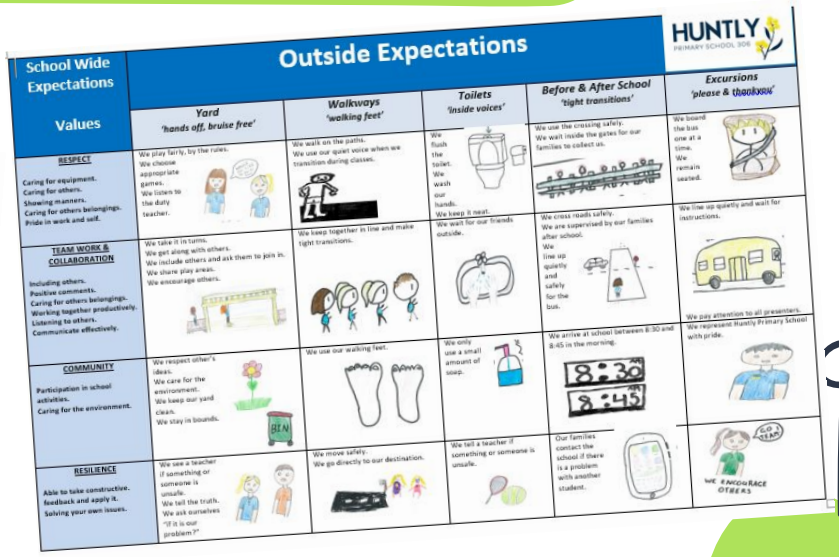
HUNTLY
Community
Looks like
Giving
Sharing
Playing together
Taking care of others
Helping
Role model
Sounds like
Saying
"I'll help you."
"I'll play with you."
"I'll care for you."
"Good morning."
Politely greeting others
Using people's names
Feels like
Happy
Calm
Welcoming
Included
Safe
Bouncing back

HUNTLY
Resilience
Looks like
'Naming it'
Recovering from a problem
Being your best
Trying hard
Sounds like
"I can do it"
"I'll be OK"
Positive language
Positive self-talk
Feels like
Happy
Calm
Trying
Relaxed
Brave
Proud

Expectations



School Wide Expectations — Values	Inside Expectations — Classroom "Strive for Success"	Specialists "We Challenge Ourselves"	MPR "Celebrating Success"	Library "Use your imagination"
RESPECT Caring for equipment. Caring for others. Showing manners. Caring for others belongings. Pride in work and self.	We are ready to learn. We treat others as we would like to be treated. We keep our hands and feet to ourselves. We use our inside voices. We are active listeners. We use our manners – • "Please, Thank you and Excuse me". We wait our turn.	We use our inside voices. We use equipment only when the teacher asks. We follow all instructions. We respect the ability of others.	We treat it as a shared space. We sit, look and listen to all speakers.	We treat it as a shared space. We move around safely. We follow teacher's instructions.
TEAM WORK & COLLABORATION Including others. Positive comments. Caring for others belongings. Working together productively. Listening to others. Communicate effectively.	We work well with others and take it in turns. We encourage others to be their best. We give positive feedback. We make "tight transitions". We raise our hand if we have something to share. We wait our turn. We value the ideas of others.	We work well with all classmates. We are positive and give positive feedback. We take an active role in our learning. We share responsibility.	We applaud to show our appreciation. We are active listeners.	We use our walking feet. We make tight transitions.
COMMUNITY Participation in school activities. Caring for the environment.	We include others. We respect our belongings and those of others. We ask before using someone else's belongings. We greet each other by using their name. We use our 'walking feet'.	We clean up after ourselves. We take care of all supplies.	We leave it as we found it. We stand and sing the national anthem with pride.	We use our inside voices. We take pride in how our library looks.
RESILIENCE Able to take constructive feedback and apply it. Solving your own issues.	We try our best. We focus on our own learning. We try again when something doesn't work. We say "I can't do it YET". We 'Name it' when we have a problem. We ask ourselves, "Am I making things better or worse?"	We have a go. We ask ourselves "If it is important?" Mistakes are proof that we are trying.	We are brave when we stand in front of an audience. We speak confidently when we are sharing.	We challenge ourselves to read different texts. We are prepared to wait.



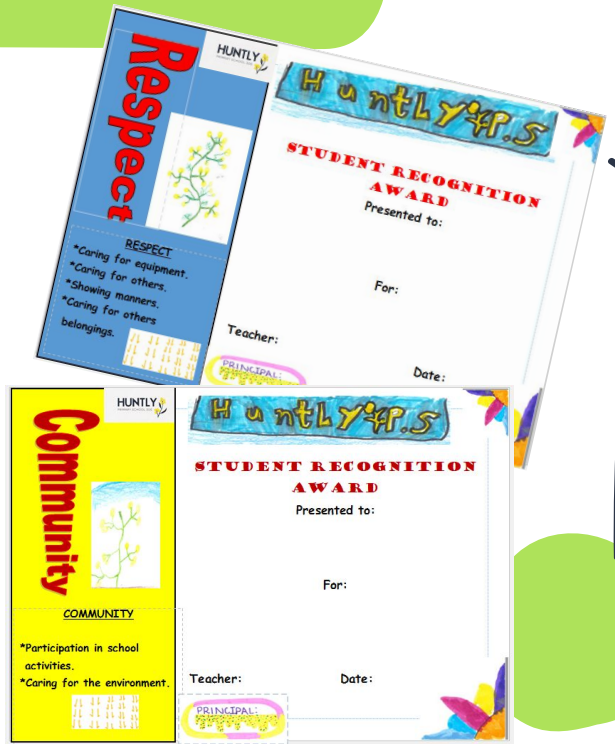
School Wide Expectations — Values	Outside Expectations — Yard "hands off, bruise free"	Walkways "walking feet"	Toilets "inside voices"	Before & After School "tight transitions"	Excursions "please & thankyou"
RESPECT Caring for equipment. Caring for others. Showing manners. Caring for others belongings. Pride in work and self.	We play fairly, by the rules. We choose appropriate games. We listen to the duty teacher.	We walk on the paths. We use our quiet voice when we transition during classes.	We flush the toilet. We wash our hands. We keep it neat.	We use the crossing safely. We wait inside the gates for our families to collect us.	We board the bus one at a time. We remain seated.
TEAM WORK & COLLABORATION Including others. Positive comments. Caring for others belongings. Working together productively. Listening to others. Communicate effectively.	We take it in turns. We get along with others. We include others and ask them to join in. We share play areas. We encourage others.	We keep together in line and make tight transitions.	We wait for our friends outside.	We cross roads safely. We are supervised by our families after school. We line up quietly and safely for the bus.	We line up quietly and wait for instructions.
COMMUNITY Participation in school activities. Caring for the environment.	We respect other's ideas. We care for the environment. We keep our yard clean. We stay in bounds.	We use our walking feet.	We only use a small amount of soap.	We arrive at school between 8:30 and 8:45 in the morning.	We pay attention to all presenters. We represent Huntly Primary School with pride.
RESILIENCE Able to take constructive feedback and apply it. Solving your own issues.	We see a teacher if something or someone is unsafe. We tell the truth. We ask ourselves "If it is our problem?"	We move safely. We go directly to our destination.	We tell a teacher if something or someone is unsafe.	Our families contact the school if there is a problem with another student.	We encourage others

Whirrakee trade

Students displaying positive behaviours that reflect the value/expectations of our school are awarded a Whirrakee Card. These cards can be collected and redeemed for various rewards.

Student awards

Each week a student is chosen by their class teacher in recognition of their commitment to the school values.
These awards are presented at assembly by the principal and published in the school newsletter.



Breakfast Club

Breakfast Club is held twice weekly from 8.10am to 8.30am. All students are invited to come along and enjoy a selection of breakfast foods whilst sharing conversations with their peers.

Road to foundation

The program consists of weekly sessions, led by our experienced Early Years teachers. In these sessions, the children participate in a variety of activities,including craft, fine motor skills, oral language, computing, early numeracy, pre-reading, social skills and pre-writing.

How will the Road To Foundation program benefit my child?

Participation in the Road To Foundation program will assist your child as they make the transition to school.

The program will:

· Ease children into an unfamiliar environment, making it a familiar and friendly place.
· Enable children to get to know their new classmates, school surrounds, routine and expectations. .
· Introduce children to some of the teachers, classrooms, toilets, playground areas and office.
· Boost children's confidence and make them feel comfortable about starting school.
· Foster a positive attitude towards school.
· Ease separation from parents.