2027 FOUNDATION HANDBOOK

BEVERIDGE PRIMARY SCHOOL
EST. 1874 1476

Foundation 2027

Dear Parents,

Your child's first year is one of the most important in their schooling life. It is during this year that children develop attitudes about themselves as learners that will influence their future schooling. They learn social behaviour that will affect their relationships with others. Parent interest and attitudes towards school and learning are very influential and parents have an important role in enriching the experiences of their children.

Our teachers look forward to working in close cooperation and partnership with you so that together we can do everything possible to make your child's school days happy and successful.

We hope you find this booklet useful. If you have any queries relating to this booklet or any other matters, please do not hesitate to contact us via Compass or come and make an appointment with the teachers to discuss your concerns.

We look forward to working with you and your child!

Thank you for your time and cooperation.

The Foundation team

Beveridge Primary School 1476
Junior Campus: F – Gr 1
104 Arrowsmith Street, Beveridge
(03) 9216 3400

Our philosophy on education is that all students can learn given the right opportunities and support

First day of school for Foundation students is Thursday 28th January

IMPORTANT DATES:

Date	Information
Wednesday 27th January	Curriculum Day/Student-Free Day
First week of school: Friday 29th January	Students arrive by 8:45 and are picked up at **3pm for this day only**.
Monday 1st February onwards	Foundation students start school at 8.45am and finish at 3.15pm
Thursday 28th January Wednesday 3rd, 10th, 17th & 24th February	**Foundation Assessment Sessions** Foundation students attend one-on-one sessions with their class teachers. Children to attend on one of the dates below: ~ Thursday 28th January ~ Wednesday 3rd February ~ Wednesday 10th February ~ Wednesday 17th February ~ Wednesday 24th February ****All bookings need to be made through the Compass app**
Thursday 25th March	**Last day of term 1: 2:15 finish**



As the time draws closer there are a number of things that you can do to help your child settle more easily into school!

- ***Please name all items of clothing, as well as hats, water bottles and lunchboxes, that your child brings or wears to school. It is much easier to return personal items and clothes that are named.***
- *Taking your child to a friend's or relative's home to stay for a play or organising a sleep over will help your child accept that you cannot always be with them.*
- *Plan how your child will go to and from school.*
- *Choose a school bag that is an appropriate size for your child and big enough to fit their blue reader bags.*
- ***Blue reader bags need to be purchased from the PSW uniform shop prior to your child starting school. The book bag is not part of the school book pack.***
- *Label your child's clothing, lunch box and possessions, so your child and the teacher can identify them.*
- *Talk about how long the school day will be in a way that the child will understand eg: It's as long as Kinder, then you'll have lunch and perhaps some stories. Then I will pick you up.*
- *Show your child what healthy, nutritious food you have packed each morning, including fruit and/or vegetables for fruit snack.*
- ***Make sure your child knows where you will be meeting them each day – outside on the basketball court or at the top of the hill near the playground.***
- *Encourage your child to play with other children at their year level and* ***not*** *their older siblings while at school.*
- *Read to your child every day. Fifteen minutes is all it takes. Asking them to retell what the story is about will build comprehension skills. Help your child become aware of colours, numbers, shapes and the alphabet. Have them write or attempt to write their name using lowercase letters.*
- *Talk with your child about school and that it is a good, safe and happy place to be. Discuss that it will take a while to get used to it and to give it a go. They will make lots of friends and learn about all sorts of different things.*
- ***Ensure your child can open and close their lunchbox, be able to use their water bottle (including removing any lids or twist tops) and be able to open and close zippers on bags.***
- ***Make sure your child can put on and remove their shoes and be able to take off and put on jumpers or jackets, including using zips and buttons.***
- ***Ensure your child can use the toilet appropriately, as well as washing their hands when done.***

The First Day

All Foundation children will begin school on Thursday 28th of January @ 8.45am – 3pm.

Your child ***must*** arrive at school by 8:45am. Be ready at 3pm to pick your child up **during the first week**. Once the Foundation children are full-time at school from the 1st of February, they must arrive by 8.45am and be collected at 3.15pm every day.

Foundation children will not attend school on Wednesday the 3rd, 10th, 17th and 24th of February *unless* they have a one on one appointment with one of our foundation teachers.

You will be asked later this year to book an appointment with your child's class teacher via Compass. On these days, please bring your child to the Foundation classroom, where you will meet your child's classroom teachers. Parents are then asked to return in 1 hour to pick up their child. *Any changes to this process will be communicated to families as soon as possible*

When you and your child have greeted the teacher, say goodbye brightly and then leave. If you linger over the 'goodbye' and appear hesitant, your anxiety will spread to your child. If your child starts crying, take your cue from the teacher. Repeat your farewell greeting, and then leave. The teachers will comfort, settle and reassure your child. They will also let you know how they went at settling later in the day. Generally, if your child is upset when you drop them off, it only lasts a few minutes as they get into the classroom and begin activities.

Always feel welcome to come and ask how school is going for your child. Communication between home and school is the key to maintaining a positive relationship for all. Just ring or email the school to make an appointment.



Don't expect your child to necessarily run beaming into your arms and tell you all about their first wonderful day. If you ask your child what they did they will probably say 'Nothing'. Your child may be hot, tired and irritable. Allow them time to relax. Reassure them that school is a good and safe place to be. Please note that it may take the first term and the Easter break for them to adjust to the pace of school life and for friendship groups to establish.

Making School Life Easier

Try to set aside a special time each day to listen to what your child wants to tell you and encourage them to communicate with you. Ask questions like: What did you do today that you liked? Who did you play with today? Who are your friends? What are you good at doing at school?

Be interested in the work your child brings home from school. Let them tell you about their work and display it in a special place.

Make yourself known to your child's teacher. Discuss expectations and ensure that you both have the same ground rules for your child.



Label everything your child brings to school! We end up with lots of lost items without names and prefer that they were safely with their owners where they belong.

School Supplies: Please pay for your book lists by the due date. School supplies will stay at school.

PLEASE NOTE:

Each child's development at school will be at a different rate. Please respect your child's individuality and do not compare them with other children. Children develop at different rates and start school with varying levels of ability. At Beveridge Primary School we take this into account when planning programs and activities.

Information
~ School phone number 9216-3400 (select "Arrowsmith Campus" on menu)
~ Please speak to Kerrie Driver, our Business Manager, for financial questions

Before or After school care
~ Before and After School Care is operated by TeamKids OSHC. Operating hours are 7:00 – 8:30am and 3:15 – 6:00pm (Beveridge PS: Foundation – Grade 1 Arrowsmith campus)

Payments
~ Book lists will pay for all books and supplies needed for class activities (purchased through a school supplier)
~ School fee information will be sent to home addresses in Term 4. If you have not received them, please contact the office.
~ School sports carnivals during the year, excursions and special activities such as performances etc. are charged separately. Payments and permission will be done through the Compass app.

Parent helpers
~ The school relies on voluntary assistance from parents to run programs, help around the grounds and read in the classrooms. We would greatly appreciate any available time which you, your partner or family (grandparents) could contribute. All classroom helpers ***must*** have a current **Working with Children Check.**
~ School Council meets monthly and we are always looking for new members.
~ Parents and Friends meet monthly and we are always looking for new members.

Food
~ Children should have a healthy breakfast every morning prior to coming to school. Foods containing high sugar or fat content make it difficult for kids to stay alert.
~ Students are given time each morning to have a quick fruit snack during work time. Fruit snacks need to be fresh fruit or vegetables that students can eat while working. We ask that fruit snacks are not fruit cups with jelly or juice, but instead pieces of fresh fruit or vegetables, either cut up or whole.
Ideas for fruit snacks are:
~ whole apples, bananas, pears
~ cut up fruit and vegetables
~ Fruit and/or biscuits for morning tea and fruit and sandwiches for lunch.

Attendance
~ Students must attend every day that school is running to get a proper start to their school career and build up a routine of regular attendance. Every day which they miss robs them of vital skills and is one of the greatest causes of children not reaching their potential, even in Foundation. Absences also place an extra burden on the teacher who needs to fill the gaps which arise when students miss school.

~ However, if your child is ill please keep them home so that other children do not also get sick and please inform the school on the day of any absence or update it on Compass app. Any child who vomits or has diarrhoea must not attend school for at least 24 hours after the last episode.

Assembly
~ Parents, friends and extended family are most welcome to attend. The location of assemblies will be weather dependent, but are usually held on the basketball court.
~ If your child will be receiving an award at assembly, it will be published in the newsletter the week prior.

Communication With The School

Form of communication	Purpose	Audience
SMS	~ Student absences ~ Unable to make phone contact ~ Emergency notifications	Parents/Guardians
Telephone 9216-3400	~ General information	Parents/Guardians Staff
Email beveridge.ps@education.vic.gov.au	~ Parent/teacher communication	Parents/Guardians Staff
Face to face	~ Parent teacher meet and greet ~ Student support meetings ~ Discussions ~ Collaborations	Parents/Guardians Staff
Facebook https://www.facebook.com/profile.php?id=61564629568769	~ Event and achievements	Parents welcome to join public page
Compass	~ Student reports ~ Student behaviour ~ Attendance ~ Communicating with teachers ~ School documents ~ Calendars ~ News and updates ~ School newsletter	Parents/Guardians Staff
WEBSITE https://www.beveridgeps.vic.edu.au/	~ New parents information ~ School policies	Parents/Guardians (current and prospective)
Google	~ School documents ~ Communication	Students Staff
Hard copy notes	~ Only upon request in writing	Parents / Guardians

Wellbeing

Student Welfare

At Beveridge we strive to provide a positive, safe and secure environment to maximise opportunities for all children. We believe in and promote high standards of behaviour based on our values of ***Respect, Togetherness, Excellence and Resilience*** *and our rights and responsibilities. (Everyone has the right to feel comfortable and safe and everyone has the right to learn as much as possible.)*

Beveridge Primary School begins every year with a 'Start up Program'. During this program our values are discussed as well as our processes. The 'Start up Program' establishes both classroom and school wide expectations. It also provides opportunities for students and teachers to get to know each other. These aspects are revisited the first few days of each term.

The Disability Inclusion Program
The Victorian Government's Disability Inclusion program supports schools to better meet the needs of students with additional learning, social, emotional, or behavioural needs. It aims to create a more inclusive education system where every child can participate, learn, and thrive. The program involves a tiered funding model, a Disability Inclusion Profile to help determine each student's individual needs, and a range of initiatives to build knowledge and skills in inclusive education across schools.

At our school, Disability Inclusion helps us work closely with families, teachers, and specialists to ensure students get the individualised support they need. This may include tailored learning plans, access to specialist staff, or adjustments to teaching strategies and the classroom environment. It's important to note that Disability Inclusion funding does not always mean a student will receive a dedicated teacher's aide. Instead, it provides schools with resources and strategies to create inclusive environments where all students are supported to learn and thrive together.

Disability Inclusion – Parent FAQ

What is Disability Inclusion?
Disability Inclusion is a Victorian Government initiative that supports schools to create inclusive learning environments where every child can participate, learn, and thrive.

Does Disability Inclusion mean my child will get a teacher's aide?
Not necessarily. Disability Inclusion provides additional resources, training, and strategies to support students' needs. In some cases, this may include a teacher's aide, but often support is provided through tailored learning plans, specialist staff, and adjustments to teaching approaches.

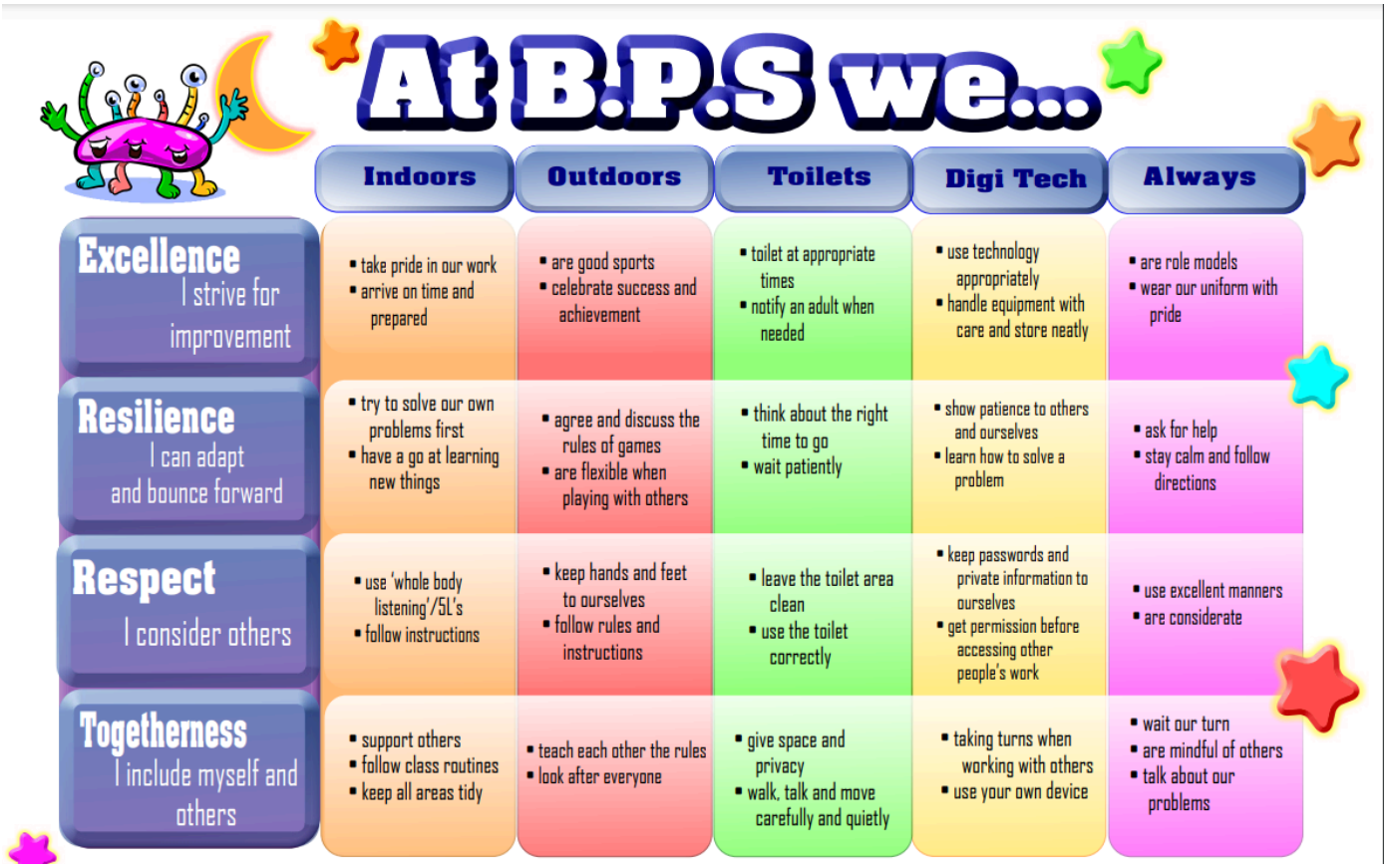
How does the school decide what support my child needs?
A Disability Inclusion Profile helps determine your child's individual needs. This involves working closely with families, teachers, and specialists to ensure the right supports are put in place.

What should I do if I think my child needs extra support?
If you believe your child may benefit from additional support, please contact Anita Cripps or Grace Bucci to discuss your child's needs and the available options.

School Wide Positive Behaviour Strategies (SWPBS)

As part of our School Wide Positive Behaviour Strategies (SWPBS) we use the matrix of expected behaviours (below) and work in class to help students understand these expectations.

Students showing the expected behaviours and our school values (Respect, Excellence, Resilience and Togetherness) may receive a ticket to take home that shows the particular values they were showing and also obtain house points for this. House points are collected on each campus and the house with the most points is announced each assembly.



CLASSROOM - Behaviour Management

Level 1 – Remind (Minor) TEACHER

- Verbal warning
- Re-direct the expected behaviour (Refer to the Matrix)
- Provide choice - statement of two alternatives.



Level 2 – Relocate (Minor) TEACHER

- Moved within the classroom (different spot on the floor/table)
- Reteach the expected behaviour (refer to Matrix)
- Conversation at later time **with Teacher**

Minor – If repeated/ongoing, enter on Compass



Level 3 – Remove (Major)

- Remove to another space, buddy space, breakout space within eyesight of a teacher **(NOT IN OFFICE SPACE)**
- Student takes work to complete
- Student returns to the classroom to start the next session or when appropriate **(no longer than 30mins)**
- Restorative conversation at later time **with Classroom Teacher**
- If repeated – parents notified



Level 4 – Response (Major)

- Campus principal or Wellbeing support (Dakota/Cindy/Grade) notified
- Extended time out of the room **for either Detention or with Leadership in office space completing work**

Possible Consequences

- Sent to the office/another class.
- Detention
- Parent meeting
- Suspension/Expulsion

Consequences

- Level 2 and 3 are delivered and followed up by the teacher in charge of the student at the time of the behaviour.
- Certainty not severity. If you say it will happen, make sure it does and follow through.
- Should occur as soon as possible to the incident/behaviour.

Communication

- All communications with students should occur as soon as practical.
- All major behaviours **must** be recorded on Compass
- Classroom teacher to be notified (Compass notification chain)

Major behaviours may be elevated immediately to level 3 or 4.

Restore + Reconnect

Restorative conversation with the classroom teacher, parent and/or peers. Goal setting and agreements for moving forward. Action or support plan to be put in place.

YARD - Behaviour Management

Consequences

- Levels 1, 2 and 3 are delivered and followed up by the teacher in charge of the student at the time of the behaviour.
- Certainty not severity. If you say it will happen, make sure it does and follow through.
- Consequences should occur as soon as possible to the incident/behaviour.

Communication

- All communications with students should occur as soon as practical.
- All major behaviours **must** be recorded on Compass
- Classroom teacher to be notified, AP automatically notified)
  (Compass notification chain)

Behaviours may be elevated immediately to level 2, 3 or 4.

Level 1 – Remind (Minor)

- Verbal reminder of the behaviour & expectation.
- Use behaviour dot points where possible.

E.g. We show respect by keeping our hands and feet to ourselves.



Level 2 – Relocate/Redirect (Minor)

- Moved away from peers
- First Response Ask what happened? Give students a chance to own their behaviour.
- State and discuss
  - Expectation, Behaviour & Reason
- Redirect to expected behaviour
- Reasonable and Relatable consequence
- Verbal communication with classroom teacher

Minor – If a pattern develops enter on compass



Level 3 – Remove (Major)

- Ask student to walk with you
- Allow student time to deescalate
- Student to remain with Teacher to Walk, Talk and Observe
- Restorative conversation may need to take place at a later time
- If repeated – parents notified

Major – Enter on Compass



Level 4 – Immediate Response (Major)

- Direct student to walk to the office
- Call direct office number or send student to the office for support.
- Direct Number
  - Amb. **9216 3405**
  - Arr. **9216 3433**
- Supervise/monitor student of concern ensuring the safety of self and students.

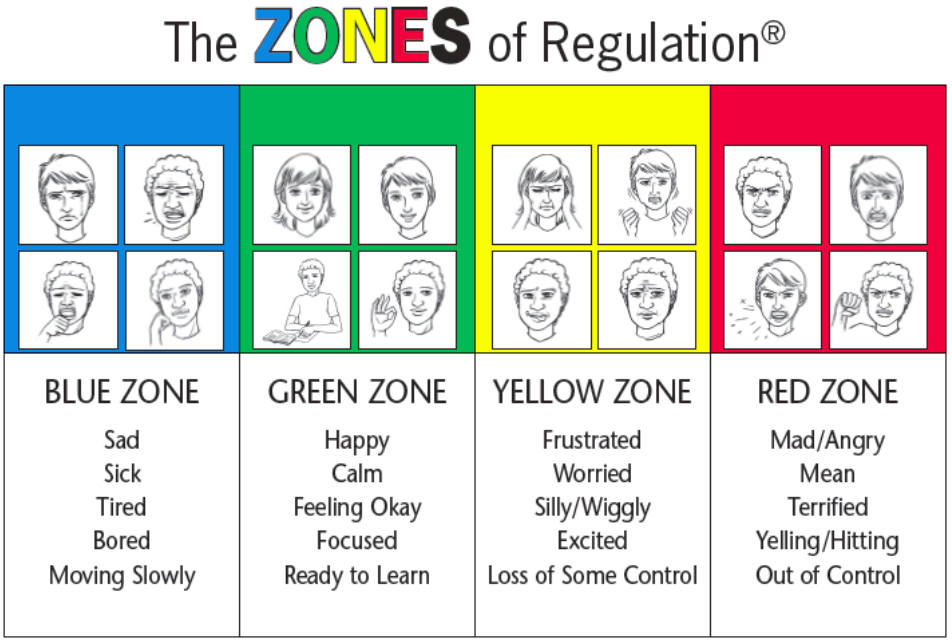
Major – Leadership to enter on Compass & parents notified

Restore + Reconnect

Restorative conversation with your teacher, parent and/or peers. Goal setting and agreements for moving forward. Action or support plan to be put in place

Zones Of Regulation

As a part of our Social-Emotional Learning program, Beveridge Primary uses a school-wide program called the Zones of Regulation. The Zones of Regulation is a framework designed to foster self-regulation and emotional control. Designed by an Occupational Therapist, the Zones of Regulation teaches language and communication around emotions, how to identify sensory needs and develop each student's self-regulation strategies. Families can use these strategies at home to support children in increasing their social and emotional literacy, as well as their skills of self-regulation.



Students will be taught about these four different zones and how best to control their emotions while in each zone. It may be useful to think about them as a bit like a traffic light.

- **THE RED ZONE = Out of control**
  – angry, aggressive, yelling and overwhelmed.
  It becomes tricky to control what out body does and make safe choices
  → We need to 'stop' like we would at a red traffic light, and get help to return to the green zone so it is safe to 'go'.

- **THE YELLOW ZONE = Losing some control**
  – excited, silly, frustrated and worried.
  We may find it hard to control out bodies responses, but we can still make safe choices.
  → We need to 'slow down' like you would if you see a yellow traffic light, and get help to return to the green zone so it is safe to 'go'.

- **THE GREEN ZONE = Ready to learn**
  – calm, good, happy and ready to learn.
  We can control our body, our mind is clear, and we can make safe choices.
  → Like a green traffic light, it is safe to 'go'.

- **THE BLUE ZONE = Moving slowly**
  – sick, tired, bored and sad.
  Our bodies responses and our brain are not functioning clearly, we may need to rest OR do some movement activities to help us return to the green zone.
  → there is no blue traffic light – but there are blue 'rest' signs on the side of the road that remind us it is safe to take a rest or movement break – this is similar with the blue zone.

Resilience, Rights and Respectful Relationships – RRRR

The Resilience, Rights, and Respectful Relationships (RRRR) program at Beveridge Primary School is an essential component of student learning and well-being. This program is designed to help students develop the skills they need to navigate the challenges of life, build healthy relationships, and become positive members of their community.

The RRRR program focuses on promoting social and emotional learning by teaching children about values such as respect, empathy, kindness, and responsibility. These values are integrated into the school's culture and curriculum, enabling students to see their relevance and importance in real-life situations.

In addition to promoting positive social and emotional development, the RRRR program also emphasises the importance of promoting gender equity and preventing family violence. Through interactive classroom discussions, students learn about the concepts of consent, healthy relationships, and respect for diversity. This helps students develop the skills they need to interact positively with others and promote a safe and inclusive school environment.

The RRRR program is vital to student learning because it provides students with the necessary skills to succeed academically and socially. By promoting social and emotional learning, the program helps students develop a growth mindset, a positive attitude towards challenges, and resilience. These skills not only help students overcome academic challenges, but they also prepare them to deal with the challenges of life beyond the classroom.

Moreover, the RRRR program supports the development of positive school culture and promotes a sense of belonging among students. When students feel safe and supported, they are more likely to engage in learning, express themselves freely, and be willing to take risks. This can lead to increased academic achievement, higher self-esteem, and greater life satisfaction.

There are 8 topics addressed every year in Foundation (and in later years), including:

1. Emotional Literacy
2. Personal Strengths
3. Positive Coping
4. Problem-Solving
5. Stress Management
6. Help-seeking
7. Gender and Identity
8. Positive gender relations

What Will My Child Be Learning At School?

The Victorian Curriculum sets out what all young Victorians are to be taught, and the expected quality of learning as they progress through schooling. You can view the Foundation to Year 10 Victorian Curriculum at http://victoriancurriculum.vcaa.vic.edu.au/
At Beveridge Primary Junior Campus, students receive at least 4 hours each of reading, writing and mathematics every week. They also receive 1 hour a week of PE and Health, The Visual Arts, The Performing Arts and AUSLAN.

The overall structure of the curriculum is consistent across learning areas and includes the following:

- A **rationale** that explains the place and purpose of the learning area in the school curriculum
- **Aims** that identify the major learning that students will be able to demonstrate as a result of learning from the curriculum
- An **organisation overview** that provides an overview of how the curriculum in the learning area will be organised
- Content descriptions that specify what teachers are expected to teach.
- Achievement standards that describe the quality of learning typically expected of students, and which are accompanied by work samples that illustrate the achievement standards through annotated student work
- **Learning areas** describe a set of skills, behaviours and dispositions which apply across subject-based content

The learning areas are: The Arts, English, Mathematics, Health and Physical Education, Humanities, Science and Technologies.

Investigations:

In Term 1, students participate in our Investigations program. This covers all areas of English (reading, writing and speaking and listening), as well as areas of Mathematics (for example measurement, money, counting and shape exploration) and Inquiry. Social skills such as sharing, turn taking, learning rules and cooperation are also further developed. Students are provided with activities that take their interests into account. The areas are print rich, including fiction and non-fiction books, and words relating to the activity. For example: the dolls' house centre would have photos of different families, family related words, stories about families/dolls and non-fiction texts about families. The first part of this session involves the teachers observing and monitoring the students before moving on to working with students individually and in small groups to write about their experiences. Teachers use this time to support the students in pointing to words, correct letter formation, using known sounds to write words and to discuss their ideas and experiences.

Social and Emotional Development.

Schools are not just concerned with teaching your child academic skills such as reading, writing and numeracy. We also care that each child develops fully in the social, emotional and physical areas. We try to help you, the parents, maintain a balance so that your child becomes a well-rounded balanced member of the community.

Our classrooms are learning communities where children are encouraged to become independent workers, use their own initiative, be persistent and have the confidence to try a little harder and "Have a Go"! We believe the best environment for learning is one full of encouragement, praise and the chance to practise our skills in a safe and supportive environment, where others will not judge us.

HOW TO *help* YOUR CHILD WITH NUMBER....

ENCOURAGE...

your child to estimate and count collections of objects, by touching or pointing to them as they count e.g. toys, rocks, counters, people and buildings, etc. Write and draw what you discover.



COLLECT...

the place value of numbers, e.g. 'Is the 2 in 25 two tens or two ones?' Using objects show your child how numbers can be doubled.

DISCUSS...

the place value of numbers, e.g. 'Is the 2 in 25 two tens or two units?' Show your child how numbers can be doubled.



SING...

numbers rhymes and chants. Practise counting forwards and backwards. Start at different numbers.

PROVIDE...

groups of objects with others, e.g. 'Can you opportunities to exchange money for goods by playing shops and going shopping.

SHARE...

share your box of blocks so that everyone gets the same number?'

Mathematics

Mathematics is all around us and we use it every day. We shop, bank, cook, plan a party, share out a pizza, work out if we are about to run out of petrol in the car, estimate how long an object is or how many things there are in a group, play cards etc. There are many things you can teach your child about using maths and your positive attitude will be picked up by your child.



The majority of mathematics work at Foundation level relies on using real objects to count, measure, group, share, estimate, sort, create patterns, and develop concepts of space and time. Addition, subtraction, grouping and sharing are taught using objects, well before the written signs are introduced. Foundation children use a scrap book to practise writing, making and drawing the numbers to ten as well as learning the simple shapes such as circles, squares, rectangles and triangles.

At Beveridge Primary School, students engage in approximately 6 hours of Mathematics instruction per week. The curriculum is designed to develop Victorian Curriculum Mathematics 2.0 proficiencies.
To ensure every student's success, we closely monitor progress and provide targeted tutoring for those who may need additional support. Our dedicated team of teachers is supported by two Mathematics Instructional Learning Specialists, who participate in ongoing professional development to stay at the forefront of current research and best practices.

We are making improvements to the way we are structuring our Mathematics teaching to ensure we are maximising the opportunities for students to learn, retain and recall important maths concepts and ideas. What you will see in the classrooms are lessons in Mathematics carefully planned and based on the Explicit Direct Instruction (EDI) model. This means that teachers explain and model new concepts and skills before guiding students to practise new skills in an interactive and responsive environment.



The term *"Science of Maths"* refers to using **research-based evidence**—from cognitive science, educational psychology, and neuroscience—to guide how math is taught effectively. The goal is to help all students, including those who struggle, succeed in learning mathematics.

In practice, this means:

- Applying what we know about how the brain learns to inform teaching strategies.
- Using **explicit**, **systematic instruction** paired with **visuals and hands-on tools** to build strong number sense.
- Combining **procedural fluency** (how to do math efficiently) with **conceptual understanding** (why it works)—so that students aren't just memorizing, but truly understanding.

What is Explicit Instruction?

Explicit instruction is a teaching method that emphasizes clear, direct, and systematic teaching of mathematical concepts and procedures. It involves breaking down complex ideas into smaller, manageable steps and providing students with clear explanations, examples, and opportunities to practice.

Why use Explicit Instruction?

- **Clarity and Understanding:** Explicit instruction ensures that students understand the "what" and "why" of mathematical concepts. By clearly explaining each step, we help students build a solid foundation.
- **Targeted Practice:** We provide guided practice with opportunities for students to apply their learning and build confidence.
- **Addressing Misconceptions:** Explicit instruction allows us to identify and address potential misconceptions early on, preventing them from hindering future learning.
- **Building Mathematical Fluency:** Through repeated practice and application, students develop fluency in mathematical skills and procedures.

How it Looks in the Classroom:

1. Clear Explanation: The teacher explains the concept or skill, using clear and concise language.
2. Modeling: The teacher models the steps involved in solving a problem, using a "think-aloud" strategy.
3. Guided Practice: Students work through similar problems with teacher guidance and support.
4. Independent Practice: Students apply their learning independently, building confidence and mastery.

Why It Matters for Parents and Children

- **Better outcomes for all learners**: By using teaching methods that are proven to work, children—including those who find math challenging—are more likely to succeed.
- **Foundation first**: Emphasizes core skills like recognizing small quantities instantly (*subitizing*) and grouping numbers efficiently —just as phonemic awareness supports reading.
- **Combines clarity and meaning**: Lessons are clear, structured, and focused—helping children understand **what** they're learning, **why** it matters, and **when** it's developmentally appropriate.



What Do We Teach for Mathematics in Foundation?

Below is a list of outcomes that Foundation children will be working towards during their first year at school. Some children will be able to work beyond the outcomes that are listed, provided these earlier concepts and strategies are understood and learnt.

It might be useful if you keep a copy at home so that you are aware of the goals we are trying to achieve and could assist your child to achieve the goals by practising at home. You could keep the list on the refrigerator or another highly visible location so that it reminds the children to practise these goals at home. Please remember that this is a year's work in *Number and Algebra* and *Measurement and Geometry*, and their learning must not be hurried through. It should be practised as that area is covered in class.

Goals:

Counting (including counting both orally and counting of a collection)

- I can count forwards to five
- I can count forwards to ten
- I can count forwards to twenty
- I can count backwards from ten to zero
- I can count backwards from twenty to zero
- I can get a specified amount from a larger collection (ie get 5 things from a collection of 20)
- I can count by tens to one hundred and twenty.

Numeration:

- I can match the numbers with their number names to twenty (ie: 1 – one, 2 – two…)
- I can order numbers from 0 to 20
- I can name numbers that come before and after a single digit number
- I can break numbers under 10 into two parts (ie knowing 9 is made up of 7 and 2)
- I can write the number names to ten (ie: one, two, three, four, five, six, seven, eight, nine, ten)
- I can order places to tenth (ie: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th)
- I can subitise dice formations (ie knowing the five on a dice is five without counting).

Addition, subtraction, multiplication and division

- I can use simple strategies for adding two groups under five
- I can use simple strategies for subtracting a group under five
- I can halve small collections under 10 with no remainders.

Measurement and Geometry:

- I can recognise the basic shapes for example square, circle, triangle, rectangle and oval
- I can compare the length of two objects
- I can compare the weight of two objects
- I can compare the length of two objects
- I can compare the capacity of two objects
- I can compare the duration of two events.

Time and duration

- I can name the days of the week
- I can name the months of the year
- I can name the seasons of the year.

HOW TO *help* YOUR CHILD WITH SPEAKING AND LISTENING

ENCOURAGE...

your child to exchange greetings and farewells in various situations, such as making friends and introducing themselves, e.g. 'Hello, I'm Gina. What's your name?'



SHOW...

your child how to use the telephone. Teach them what to say when they answer the telephone and how to take a message.

SING...

jingles, rhymes, songs, say poems and chants together. Read favourite rhymes and stories aloud with lots of expression.

PRACTISE...

following directions and giving instructions, e.g. cooking, using make and do books.

MODEL...

the use of nodding and eye contact etc. To show how to be an active listener.

ENCOURAGE...

your child to experiment with voice intonation and expression. Role play characters from favourite stories, e.g. re-enacting story time at school.
A few dress-up items will help.

PROVIDE...

a range of toys and materials that will encourage talk and description, e.g. blocks, play dough, jigsaws, soft toys. 'What have we made?'

Other ways to promote active speaking and listening is through play, reading to your child, talking and cooking.

English

English is about communication and is central to all learning. The areas of Reading, Writing, Speaking and Listening are not clearly divided and in fact all subject areas contain a large English component. At Beveridge Primary School, English is timetabled daily for 2 hours throughout the school from Foundation to Grade 6.

At Beveridge Primary School, Foundation students engage in approximately 10 hours of English instruction per week. The curriculum is designed to develop Victorian Curriculum English 2.0 proficiencies. To ensure every student's success, we closely monitor progress and provide targeted tutoring for those who may need additional support. Our dedicated team of teachers is supported by two English Instructional Learning Specialists and participate in ongoing professional development to stay at the forefront of current research and best practices.

We are making improvements to the way we are structuring our English teaching to ensure we are maximising the opportunities for students to learn, retain and recall important concepts, skills and ideas. What you will see in 2027 are lessons in English carefully planned and based on the Explicit Direct Instruction (EDI) model. This means that teachers explain and model new concepts and skills before guiding students to practise new skills in an interactive and responsive environment.

The term Explicit Direct Instruction refers to using **research-based evidence**—from cognitive science, educational psychology, and neuroscience—to guide how English is taught effectively. The goal is to help all students, including those who struggle, succeed in learning to read and write.

What Is Explicit Instruction in English?

Explicit instruction is a teaching approach where the teacher clearly and directly teaches a new skill or concept, rather than leaving students to guess or discover it on their own. It leaves nothing to chance and avoids assuming that students already know something they haven't been taught.

Key characteristics include:

- **Systematic and sequential** teaching of content in small, logical steps
- **Clear explanations and demonstrations** using unambiguous language
- **Guided practice**, where the teacher and students work together before moving to independent work
- **Frequent checks for understanding** and immediate feedback
- A **gradual release of responsibility**—moving from "I do" (teacher model), to "We do" (guided practice), to "You do" (independent practice)

Why Do We Use Explicit Instruction?

- **Research-backed effectiveness**: Broad reviews (e.g., over 300 studies) show that explicit instruction significantly boosts achievement across subjects—reading, spelling, maths, science—and works for both general and special-needs learners
- **Reduces cognitive overload**: By teaching in manageable chunks, it prevents overwhelming the student, aiding memory retention
- **Equitable learning**: Explicit teaching benefits all students, including those who haven't had rich early learning experiences at home
- **Proven results in real classrooms**: In many schools around Australia and worldwide, returning to explicit/direct instruction has led to improved NAPLAN and general testing scores, fewer disruptions, and reduced prep time for teachers.

What Does Explicit Instruction Look Like in a Classroom?

Here's how a lesson typically unfolds using explicit instruction (following the "I do, we do, you do" model):

1. **Introduction & Purpose**
    - Teacher explains *why* the lesson matters and what students will learn
2. **Modeling ("I do")**
    - Teacher demonstrates the skill
    - Example: "The first sound in *man* is /mmm/. Everyone, say /mmm/"
3. **Guided Practice ("We do")**
    - Teacher and students work together on examples, with teacher support
    - Includes both examples and non-examples to sharpen understanding
4. **Check for Understanding**
    - Teacher uses questioning or quick responses (like thumbs up/down) to ensure the class grasps it
5. **Independent Practice ("You do")**
    - Students apply the new skill on their own, with feedback provided as needed
6. **Feedback & Scaffolding**
    - Teachers give immediate, constructive feedback. Scaffolds are gradually withdrawn as competence grows
7. **Step-by-Step Sequencing**
    - Each lesson builds on prior knowledge in a logical progression

A practical example (early literacy):

- Lesson on rhyme:
    - **I do:** Teacher reads a rhyming story, defines rhyme, shows examples ("cat" and "hat")
    - **We do:** Together, students sort rhyming and non-rhyming word pairs
    - **You do:** Students find and write their own rhymes independently.

Why It Matters to Parents and Children

- **Promotes confidence and independence**: Children gain mastery steadily and become more confident learners
- **Supports all learners**: From early readers to those with learning differences, explicit instruction aims for success for every student
- **Aligns home and school**: Understanding this method helps parents reinforce learning at home—through clear, step-by-step explanations and encouragement
- **Builds strong foundations**: Especially for literacy and numeracy, explicit instruction helps establish effective reading practices (like phonemic awareness and phonics) that underpin later success
- **Enables advocacy**: Knowing this research-backed approach allows parents to discuss teaching methods with teachers and advocate for evidence-based practices.

Speaking and Listening

Adults have an important role to play in the development of children's oral language.
Speaking and listening is about ***conversations.*** Language is used to explore thoughts and clarify ideas as we communicate. Children extend their vocabulary and learn about the social conventions of speech as they talk to adults and other children.

Most of this learning takes place informally but at school we structure many activities to provide opportunities to develop oral language.

For example:

- Investigations: Through working with others in small groups, children are given the opportunity to develop oral language skills in a supportive environment

- Oral Language Reading: is a teacher focus group that is designed to bridge oral language and reading development

- Daily news or sharing news sessions encourage children to speak clearly and listen purposefully. Children gain confidence through speaking to the whole class. Children are given the opportunity to speak to the class each week on a selected topic.

- Rhymes, poems and chants give children a feel for the rhythm and the fun words can create.

- Drama activities help to develop confidence and expression. Children may act out fairytales, stories that have been read in class or make up their own plays.

- Cooperative learning activities in small groups provide the opportunity to practice valuable skills such as taking turns to speak, listening to other people's ideas and taking on a reporter's role.

- Retelling stories requires children to sequence and order their thoughts. They are encouraged to use expressive and descriptive language.

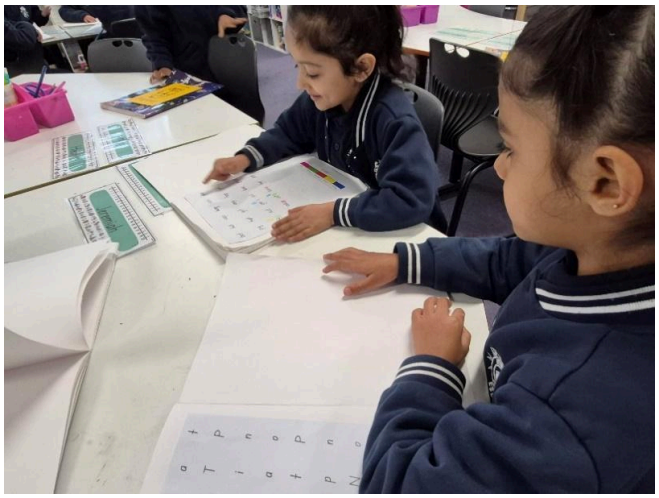
- Encourage your child to speak in full sentences; when you ask a question, expect more than a "yes" or "no" answer.

HOW TO *help* YOUR CHILD WITH READING

DISCUSS...

the parts of the book. 'Show me the cover. Where is the title? Do you know the name of the person who wrote the book? Can you show me where the name is written?'





TALK...

about the author. Read books by the same author. Try to find things that are similar about the books.

EXPLORE...

the pictures in books to decide where the story is taking place. Compare events and

places with those in your own lives, e.g. 'What would you do if you were the person in the book?'

READ ALOUD...

together and look for clues to tell you how to say what is written, e.g. 'talking marks' , **bold print**, *italics*, (brackets).

SHOW...

your child that writing should make sense. tell them what you do when the meaning isn't clear.

- Re-read a tricky section.
- Sound out words

Our aim at Beveridge is to develop a love of reading and encourage lifelong reading.

Reading

At Beveridge Primary School, we are deeply committed to delivering a quality education for all and delivering best practice in contemporary education programs. Learning to read is such an essential skill to not only find success in school and to thrive in society, but to also experience the joy that reading brings to life. We want every child to be successful in reading!

We are learning more about what research says about how children learn to read, how to make sure every student learns to read, and what to do when a child encounters difficulty in learning to read. The research that we're learning about and implementing is called the Science of Reading.

The Science of Reading

The body of work referred to as the 'Science of Reading' is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students."

- Dr. Louisa Moats

What are the 5 components of the science of reading?

They include phonemic awareness, phonics, vocabulary, fluency, and comprehension. Each component plays a crucial role in developing strong reading skills, and educators who understand and effectively teach these pillars are increasing the chances their students learn how to read proficiently

When We Know Better, We Do Better!

As a school, we want to close the gap between research and current classroom practice. The research is telling us that while reading is more challenging for some students than others, with evidence - based reading instruction, nearly every child can become proficient by the end of Year 3. With the research available to us now, we believe we can do better than our past teaching practice.

What Does Reading Look Like At Beveridge PS?

Our vision for Literacy at Beveridge Primary School is that all students will have access to evidence-based approaches in classroom practice to promote success and growth in reading, writing, and spelling. Every child deserves to be successful in reading!

Across the school, the year level teaching teams collaboratively plan together to ensure a consistent approach that includes explicit instruction in the following areas:

- Phonemic Awareness
- Oral Language
- Phonics
- Fluency
- Vocabulary
- Comprehension



Beveridge Primary School offers explicit, evidence-based teaching of Phonemic Awareness through the delivery of daily lessons from the Heggerty program. Students are explicitly taught word recognition, language comprehension skills, phonics and skills for decoding. In Foundation, teachers use the Sounds Write phonics code for teaching students how to read, along with decodable texts that link to student learning.

Did you know there are 44 speech sounds in English and 150 ways to read and spell them?! Children must first learn to decode/sound-out words before they can understand the meaning of text, therefore, a large emphasis will be placed on instruction in phonics code.

Teachers are informed by student data, observations and conversations with students to work in flexible groupings that meet each student at their point of need.

What Does Reading Look Like In Foundation?

We begin the year teaching students phonics: Letters and the sounds that match them. Phonological awareness is how these letter sounds the students are learning in class can be used to read words. For example, c-a-t … cat

As students begin to learn the letter sounds and how these sounds blend together to form words, students will begin to read short pieces of texts. In the classroom, this will be in the form of 1 to 1, small group and teacher groups.

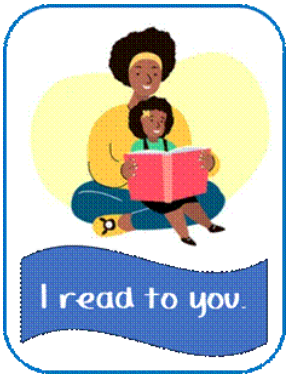
Reading is strongly linked to writing and the reading of children's own writing is encouraged. Children are usually very interested and motivated to read their own stories or those of their friends.

What Does Home Reading Look Like at Beveridge PS?

If your family has been part of Beveridge PS for some time, you will notice some changes in how we teach reading and how we are doing home reading. If you're new to Beveridge PS, jump on board, it's going to be a fantastic journey! It's an exciting time to be in education as we align our instruction with the Science of Reading!

Children read take home books daily at home and at school. These books will be in the categories of 'I Read to You' and 'You Read to Me'.

I Read To You



The 'Read to You' texts that students bring home will be short books or pieces of text linked to the letter sounds your child is learning.

They will no longer be levelled readers that you may have seen in the past. Instead, our Foundation classes will be working with decodable books.

Decodable means that every word in the book can be read using children's developing phonics knowledge. In other words, they are using the letter-sound knowledge they are learning in class.

These are books with simplified spelling patterns. Beveridge PS is currently building a library of decodable books with the goal of having enough resources for students to access take-home decodable books.

We will be sending home one decodable "I Read To You" text per week once a week. This is for your child to read to you nightly. The focus of these books is for matching sounds, breaking up (segmenting) words and putting them back together (blending).

The same book is read five nights a week to help build up segmenting, blending and to help build up fluency.



“You Read to Me” books



Our students have the opportunity to build their vocabulary through other books read to them, known as ‘You Read to Me’ books. These books expose children to a wide variety of topics and texts (fiction and non-fiction). They help to promote a love of reading and provide exposure to rich language and vocabulary. These books also teach about the world and help children to learn story structure. When adults read books aloud, they model fluent reading, phrasing and expression.

We will be sending home up to five of the “You Read to Me” books that will be selected by students, as they would like these books read to them. These are for you to read to your child nightly. The focus of these books is for your child to hear what fluent reading sounds like.

You can read a different book to your child each night. You can also read a book again on a different night if your child wants to hear it again.

We ask that you work in partnership with us by making home reading an enjoyable experience, and therefore ask you to ensure you read the ‘You Read to Me’ book to your child. It is essential that children read every weeknight to maintain skills, build up their word recognition and develop their comprehension skills.

We are committed to stop doing what doesn't work and be guided by scientific research to ensure that we deliver the best teaching we can for every Beveridge PS student. Again, it’s an exciting time and we need you as our partners!

It is expected that each night, after reading, parents sign the yellow Home Reading book and record what has been read.

Please make sure your child's Home Reading bag (the blue bag) comes to school on their reading day, with both the ‘I Read To You’ and ‘You Read To Me’ books and the yellow Home Reading book inside.

HOW TO *help* YOUR CHILD WITH WRITING....

PROVIDE...

a range of material to encourage writing, drawing and publishing, e.g. Pencils, markers, paper, scissors, paste, old magazines.

WRITE TOGETHER...

make your own shopping list and encourage your child to make theirs, too. When you write to family and friends, encourage your child to add a piece to cards, letters and messages.

EXPLORE...

various types of writing in the books you have at home, e.g. 'This book gives us information'. 'This one is a funny story.' 'Can you find the speech balloons in this book?'

READ AND WRITE...

your own maps, posters and information brochures to show the different styles of writing.

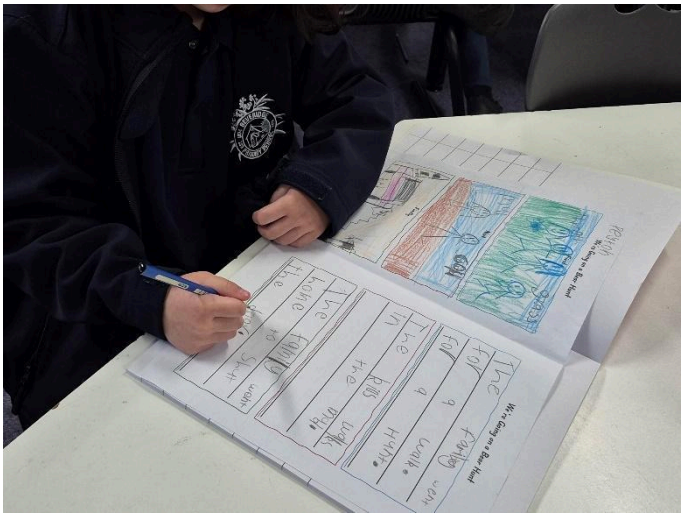


DISCUSS...

the various ways in which we write e.g. 'Can you write some directions for me so that I can make a dinosaur like yours at home?'

EXPERIMENT...

with the way written language works by reading and writing out familiar, poems, songs, rhymes.



Writing

It is important that children develop an awareness that the purpose of writing is to communicate or express ideas. Real purposes for writing are provided, such as letters, notes, reports, cards and stories that can be published into books for others to read. Children are given opportunities to write individually or in groups.



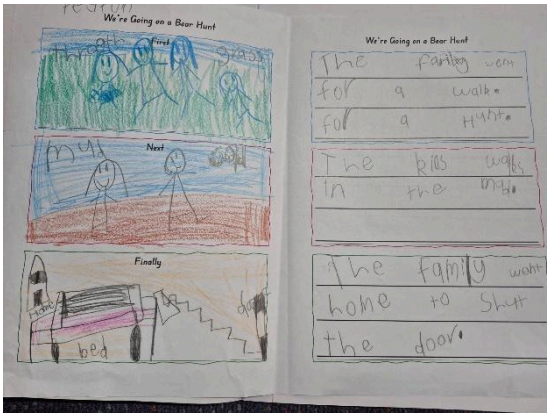
Every day, students write as part of the Sounds-Write program, writing words using known sounds and building to recording sentences as part of dictation.

Children write every day at school and often choose to write a narrative or about their daily activities. Like reading, children will be involved in a variety of writing opportunities with their teacher; in groups; in pairs and individually. They will learn to listen to, think about, and share their writing ideas before they write them down.

When Foundation children begin to write they sometimes use drawings and some letters and scribble and then they "read" the story. The teacher writes their story and the children will sometimes trace or copy the teacher's writing. Foundation children are pleased to discover that writing is really talk 'written down' and they love to see their own ideas take shape as an adult writes for them.

As a child develops an understanding of letters and words the teacher may 'share the pen' allowing the child to write as much as they can. Gradually children learn that a group of letters make a word and that a group of words make a sentence. They also begin to relate the sounds they hear in a word to letters. Children are encouraged to 'have a go' when writing and their attempts are praised. At this level it is very limiting if children are expected to spell everything they write correctly. Children develop skills at their own pace, so during individual conferencing children are encouraged to extend their abilities in the areas of composing, spelling, punctuation, or proof reading.

<u>It is exciting for Foundation children as they learn to write, so encourage your child to write at home. Provide paper, pencils and lots of praise.</u> Don't worry if initial efforts look like scribble, just listen to the story your child tells about their writing.



Handwriting

Children are encouraged to take pride in their bookwork and writing. Neatness, correct sizing, formation and spacing of letters are important so that others can read our writing.
Eye-hand coordination and small muscle skills are vital for handwriting development and although some children will have trouble producing neat writing they are praised for efforts and improvements.
Reversal of letters and numbers are not unusual at this level and as children mature and are consistently shown the correct direction these reversals gradually disappear.

Foundation work includes:

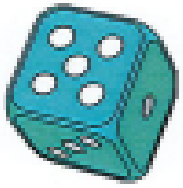
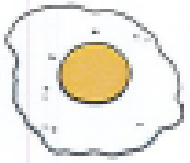
- Readiness activities to develop coordination and control.
- Tracing and copying patterns, shapes, letters, words and sentences.
- Teaching the formations of the numbers 0-20
- Teaching the formation of the letters to coincide with the introduction of the sounds.

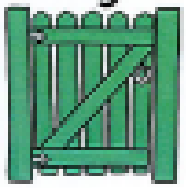
Attached is a copy of the handwriting script taught at Beveridge Primary School. It is helpful if parents and teachers model a consistent way of forming letters and numbers as children begin to write. Capitals are only used when needed.

My Alphabet Mat

Aa Bb Cc Dd Ee Ff Gg Hh Ii

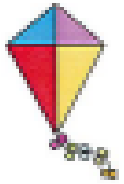




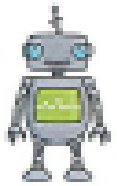


Jj Kk Ll Mm Nn Oo Pp Qq Rr

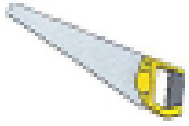
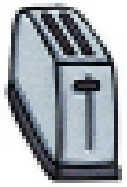



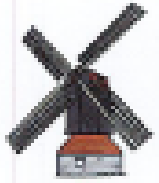




Ss Tt Uu Vv Ww Xx Yy Zz




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HOW TO *help* YOUR CHILD WITH HEALTH AND PHYSICAL EDUCATION

EXPLORE...

all kinds of movements within a safe space, e.g. Running, hopping, skipping, jumping, stopping, starting, walking like an elephant, jumping like a kangaroo.

IDENTIFY...

the days when your child has PE and encourage them to wear appropriate clothing and footwear on those days.

TALK...

about being safe and explain what your child should do if lost or frightened, or if someone is bothering them e.g. Seek help from a friend, teacher, parent 'There's nothing so awful that you can't tell someone about it.

VISIT...

the local pool and encourage water confidence activities, e.g. Moving through the water, entering and leaving the water safely.

ENCOURAGE...

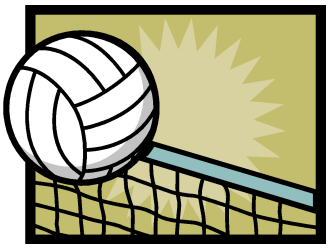
your child to learn their name, address and phone number and to know whom to tell it to.

PROVIDE...

healthy foods for growth and energy. Involve your child in planning, shopping for and making healthy meals.

DISCUSS...

rules needed for safe use of play equipment, e.g. bats, balls, skipping ropes, and participation in games. Show respect for safety rules by wearing seatbelts and bike helmets.



What If My Child Needs Extra Support?

Although it is acknowledged that all children will learn at different rates there are times when extra support is required. At Beveridge Primary School Reading and Mathematics intervention is provided for students in years F-6. This involves students working in 1:1 sessions or in small groups with activities targeted to their needs. **Please note that parent involvement in these programs is essential in achieving required growth.**