



Respect, Responsibility and Integrity

DURACK SCHOOL TRANSITION

FAMILY INFORMATION

2021

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**OUR SCHOOL
OUR FUTURE**

A Northern Territory Government
Independent Public School

INCREASING SCHOOL
AUTONOMY

WELCOME

Welcome to Transition! The following information provides specific information for the families for children entering our Transition program, and should be read in conjunction with the 2021 Durack School Parent Handbook. This booklet will provide an explanation of our Transition programs, expectations and routines that your child will be part of here at Durack School.

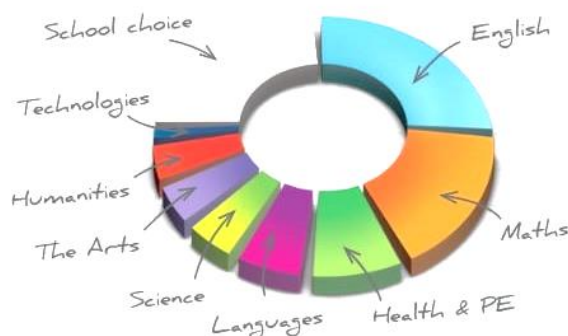
TEACHING AND LEARNING IN TRANSITION

Our Transition teachers base their teaching and learning programs on the Australian Curriculum, which underpins their planning and programming, taking into account the wide range of experiences, abilities, needs and interests that individual students bring to their own learning.

In their first year of school, students learn through teaching interactions with others, experimentation, practice and play in the classroom and school community.

Priority is given to literacy and numeracy development as these are the foundations upon which further learning is built. Opportunities to develop literacy and numeracy are found in all subjects but particularly in English and Mathematics. Learning in a classroom and belonging to a school community are key to the first year at school (*Australia Curriculum, Assessment and Reporting Authority*).

Transition Year Learning Areas



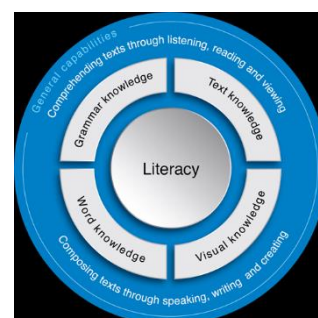
You can find more information on the Australian Curriculum at the following link: <https://www.australiancurriculum.edu.au/parent-information/>

OUR LITERACY PROGRAMS

Literacy development involves two overarching processes:

- Comprehending texts through listening, reading and viewing
- Composing texts through speaking, writing and creating

It involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.



Heggerty Phonemic Awareness - Oral Language Skills

Phonemic Awareness is the understanding that spoken words are made up of individual sounds, which are called phonemes. A child who is phonemically aware is able to isolate sounds, manipulate the sounds, blend and segment the sounds into spoken and written words. Without this skills children find it very difficult to learn to read and write.

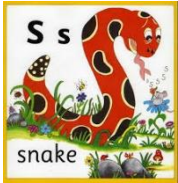


Reading and Writing in the Early Years

Jolly Phonics

This is a fun phonics program used in Transition that begins with the introduction of the essential 42 sounds that provide the foundations for fluent reading. Each sound has its own action and song which keeps children actively involved in learning. The actions play an important role as a prompt for when children are unsure of the sound. *(for more information about the actions, see Appendix 1).*

Each lesson is taught using the 5 basic skills children need to master in order to become proficient readers and writers.



1. Learning the Letter Sounds
2. Learning Letter Formation
3. Blending
4. Identifying Sounds in Words
5. Learning Tricky Words – 72 frequently used words that cannot be phonetically sounded out but are essential for making meaning from text.

Reading Together

This is an important way for children to make the link from spoken words to written words. Reading with your child will support this. When your child reads to you, allow time for working out words and ask questions to see if he or she understands what they have read.

It's also important for you to show your child how you read every day for different purposes, for example: recipes, greeting cards, calendars, shopping lists, food labels, instructions, maps, newspapers, emails, signs, and websites.

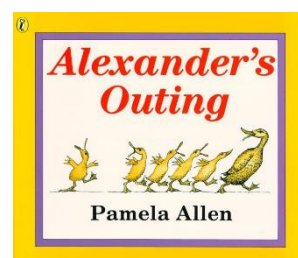


Book talk

This is an important part of reading. Chat about the book before, during and after reading and really encourage your child to talk about their ideas and ask questions about the book.

Here are some questions you can ask at different times before, during and after reading the book:

- » What would you like to read about?
- » Would you like to choose a book you know?
- » Look at the cover – what do you think this book is about?
- » What is happening in the pictures?
- » How could we work out these tricky words?
- » What do you think is going to happen next?
- » What was your favourite part of the book?
- » Who was your favourite character in the story? Why did you like that character?
- » If you could change the ending of this book, what would it be?
- » Write down what your child is telling you about an experience and then read it back together.
- » Draw pictures about the scenes or characters.
- » Explore words using a dictionary.
- » Talk about what authors and illustrators do.
- » Point out important things about a book – for example, the front cover, the spine, the contents page, or the title.



The Magic Caterpillar™ and Learning to Write

This is a handwriting program that we use in our Transition programs, it extends on and supports the learning that children receive from the Jolly Phonics program.

The program is based around a fictional story of a caterpillar, who on her journey meets other characters and objects that contain the shapes that are used to form letters. Using these illustrations and pictures as visual cues for the language labels, the basic shapes are used to form all the letters of the alphabet correctly.

(For more information on the visual cues see Appendix 2)



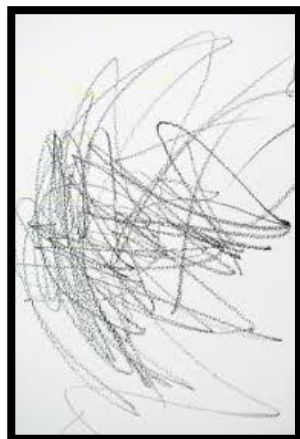
The Magic Caterpillar Handwriting Process brings together:



- ✎ Letter shapes
- ✎ Concepts of left to right and back to the margin (the tree trunk) and down to the next line (branch)
- ✎ The concept of letter and the concept of word
- ✎ Building up of automaticity of high frequency words
- ✎ The start of sentence writing.

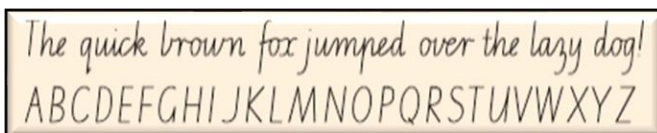
Children's writing begins with scribble and drawings, this is an important first step and should be encouraged. You can support your child's emerging writing skills by encouraging them to read their writing aloud to you, and providing praise and acknowledgement for their efforts.

It is important to use your child's experiences to create links between talking, writing and reading. Here are some steps to follow:



- Ask your child to talk about an experience or something that interests them.
- Ask your child what part of the conversation they would like you to write.
- Ask your child to read back the writing.
- Your child may want to draw a picture or create something to match the writing.
- Later as reading/writing skills develop the child will be able to write their own stories, using inventive spelling (phonetic spelling e.g. sor = saw, wet = went, pate = party, becoz = because) which is more recognisable. *(See Appendix 3 for examples of writing stages.)*

Schools in the NT use **Victorian Modern Cursive Script** (see Appendix 4) to teach handwriting. Children and parents are encouraged to use this script when writing at home to ensure consistency between school and home.



The use of lower case letters, except for when starting a title or persons name, is to be encouraged **at all times** as children will be expected to do this at school.

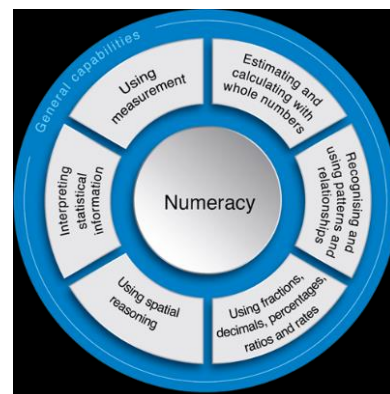
All children need to feel that there is a purpose for reading and writing. They need to have confidence in their ability to succeed. Parents and teachers working together with children can make sure that this occurs.

OUR NUMERACY PROGRAMS

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations.

Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly

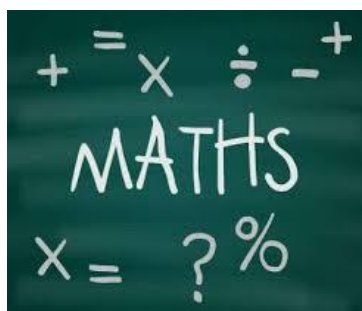
(Australia Curriculum, Assessment and Reporting Authority).



Meaningful Maths

Durack School uses Meaningful Maths as a whole school approach to learning mathematics. This program uses NZ Maths resources which have been converted to the Australian Curriculum and focuses on building strategies to problem solve along with developing mathematical knowledge, i.e.; number facts, times tables.

This is achieved by:



- ✓ Children being taught in smaller groups
- ✓ Placing a greater emphasis on developing mental strategies
- ✓ Encouraging discussion when problem solving
- ✓ Questioning children to encourage thinking
- ✓ Children recording their math's in a variety of ways
- ✓ Cutting back on the use of text books
- ✓ Teachers and children using a variety of hands on equipment

Mathematics in the Home

Your home is full of opportunities to explore maths with your child and, at the same time, build his or her self-confidence and understanding of mathematical ideas.

You and your child can talk about mathematical concepts and discover the relationships between numbers through everyday activities such as cooking, environmental numbers, shopping, playing games, counting songs.



Being able to describe mathematical patterns and relationships, such as those between "addition and subtraction" or "odd and even numbers," are important concepts for your child to learn.



The following NZ Maths link provides some ideas for how you can raise awareness and share mathematics using everyday experiences and resources found around your home.

It includes ideas for supporting your children's learning in all areas of mathematics: geometry, measurement, statistics, algebra and number.

<https://nzmaths.co.nz/maths-our-house>

SCHOOL START AND FINISH TIMES

At Durack School, music plays for 5 minutes over the loud speaker before the bell and is the signal for students that class is about to commence.

8:10am

Teaching and Learning in classrooms commences. It is recommended that a parent stay with their Transition student until they have entered the classroom for the first few weeks of Term 1, as students can become disoriented in the larger school.



Punctuality of students is encouraged, and expected, as students who arrive late to class may miss an important part of the day, such as explicit instructions, or moving to another location in the school for a specialist lesson. This can be disorienting for students and affects their learning if late arrival occurs frequently.

Any child arriving after 8.20am is recorded as late on the roll in accordance with the NT Department of Education regulations

2:30pm

The school days ends. Parents collecting students are asked to wait outside classrooms until the children are dismissed. If you are not collecting children from the classroom please ensure that your child and their teacher know where you will be waiting for them or how to go about getting home.



Due to safety reasons, Transition students will need to be collected from the classroom by a nominated adult during Term 1.

EATING AT SCHOOL

Each classroom has a fridge in which named lunchboxes may be kept. These fridges need to accommodate many boxes therefore we ask that you please **do not send in large insulated bags**, they are not recommended or necessary.



When your child first starts school it may be helpful to discuss the items to be eaten for recess and those for lunch, to ensure the entire contents are not devoured at recess time. It is also a good idea to practise opening containers and packets that may be included in lunchboxes. *(See appendix 5 for health lunchbox ideas)*

PLAY TIMES



After children have eaten their meal at recess and lunchtime, it's time to play! Play times are important for children's development, it is a time where they learn to socialise, become more physically active, develop friendships, and use their creativity.

The A Block play equipment and sand pit are allocated for use by Transition to Year 2 students only. For safety reasons, Transition students are not to play in the other areas of the school until the second half of the year.

STAYING HYDRATED

The school actively encourages students to drink plenty of plain water while at school. Children are required to bring a water bottle to school, please ensure that this is properly labelled with your child's name. There are several bubblers and taps with chilled water around the school, where your child is able to refill their bottle as required throughout the day.



We ask children to bring their water bottle into the classroom with them, which they can drink during lesson time to stay hydrated.

FOOTWEAR

We ask that children wear suitable enclosed footwear to school at all times. We recommend runners with velcro fasteners for our Transition students, unless your child can tie their own shoelaces.

Slip on shoes of any kind, including backless runners and crocs, are not acceptable to be worn to school, as these could inhibit physical activity, and possibly cause injury.



There may be number of times throughout the week when students will remove their shoes for different activities, so we ask that families encourage them to practise this at home. This will help them to develop the skills they need to be able to take off and put on their own shoes.



WANT TO KNOW MORE?

Further information about Durack School can be found in our Durack School Parent Handbook and on our school website at <http://durackschool.nt.edu.au>.

If you have any further enquiries, please contact the school:

Ph: 08 8997 7555

Email: durack.school@ntschoools.net

Teachers can be emailed directly at firstname.lastname@ntschoools.net

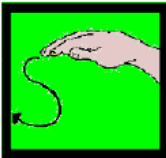







We look forward to a great year of learning with your child here at Durack School Transition.






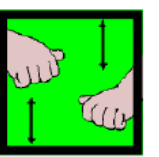
Jolly Phonics Actions

The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible. The first group (s,a,t,i,p,n) has been chosen because they make more simple three-letter words than any other six letters

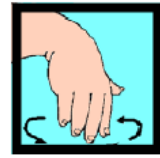
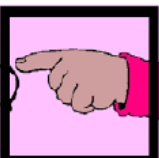


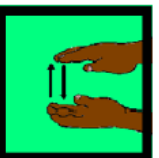

Group 1

s	a	t	i	p	n
					
Weave hand in an "s" shape, like a snake and say "sssss"	Wiggle fingers above elbow as if ants are crawling on you, and say "a, a, a"	Children imitate watching tennis, moving heads from side to side saying "t, t, t, t"	Pretend to be mice by wiggling fingers on the end of the nose and squeak "i, i, i, i"	Hold up index finger, pretend it is a candle, and puff out the candle by saying "p, p, p"	Hold out arms to the side, as if you are a plane, and say "nnnnnn"






Group 2

ck	e	h	r	m	d
					
Raise hands and snap fingers, as if playing castanets, and say "ck, ck, ck"	Pretend to crack an egg on the side of a pan. Use both hands to open the shell saying "eh,eh,eh"	As if out of breath, hold your hand in front of your mouth and say "h, h, h"	Pretend to be a puppy holding a rag, keep teeth closed, shake head and say "rrrrr"	Rub tummy as if you see tasty food and say "mmmm"	Pretend to hold drumsticks and beat up and down saying "d, d, d, d"






Group 3

g	o	u	l	f	b
					
Spiral hand down, as if water is going down the drain, saying "g, g, g, g"	Pretend to be turn a light switch on and off, saying "o, o, o, o"	Keep one hand steady and raise the other up, as if raising an umbrella, saying "u, u, u, u"	Pretend to lick a lollipop and say "l, l, l, l, l"	Let hands gently come together as if a toy fish is deflating, and say "ffffff"	Place hands together, as if batting away a cricket ball and say "b, b, b, b"





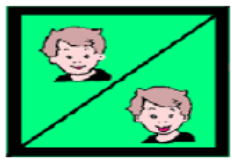
Group 4

ai	j	oa	ie	ee	or
					
Cup hand over ear, as if hard of hearing and say "ai, ai, ai"	Pretend to be a jelly and wobble saying "j, j, j"	Bring hand over mouth as if something terrible has happened and say "oh!"	Stand to attention and salute, saying "ie, ie"	Put hands on head, as if they are ears on a donkey, move them up and down as you say "eeyore, eeyore"	

Group 5

z	w	ng	v	oo	oo
					
Put arms at side and pretend to be a bee, saying "zzzzzzzz"	Blow into open hand, like the wind, and say "wh, wh, wh"	Pretend to be a weight lifter, lifting a weight above your head, saying "ng"	Pretend to be holding the steering wheel of a van, saying "vvvvv"	Move back and forth, as if the cuckoo in a cuckoo clock, saying "u oo, u oo" (short and long oo)	

Group 6













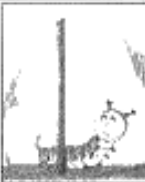





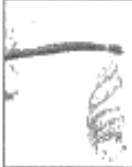





y	x	ch	sh	th	th
					
Pretend to eat yoghurt from a spoon, and say "y, y, y, y"	Pretend to take an xray with a camera, saying "ks, ks, ks"	Move arms at your side, as if you are a train, saying "ch, ch, ch"	Put your index finger over your lips and say "shshsh"	Pretend to be a naughty clown and stick out tongue for a little "th" (as in this), and a bit further the "th" (as in thumb)	

Group 7


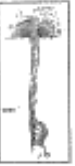



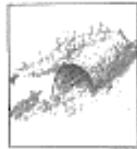





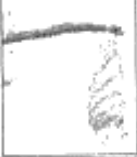







qu	ou	oi	ue	er	ar
					
Make a duck's beak with your hands and say "qu, qu, qu"	Pretend your finger is a needle and prick your thumb, saying "ou, ou, ou"	Cup hands around mouth and shout to another boat "oi! Ship ahoy!"	Point to people around you and say "you, you, you"	Roll hands over each other like a mixer and say "erererer"	Open mouth wide and say "ah" (as if at the doctors)

Handwriting Guide using Casey Caterpillar symbols





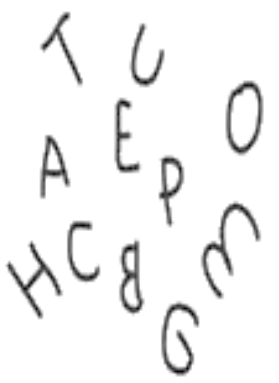
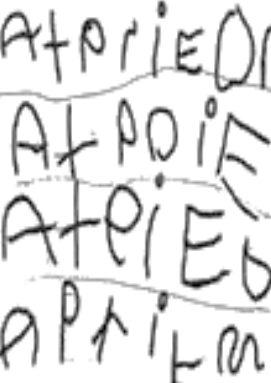
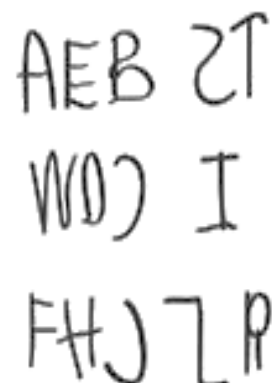
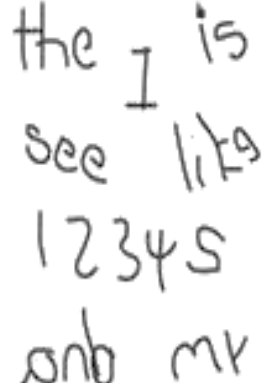
Casey the Caterpillar by Barbara Brann is a handwriting process that develops correct letter formation. It's a story book about a small caterpillar that discovers a variety of symbols as she travels along a branch. Children learn to associate these symbols when beginning to write. When we put these symbols together they form the letters of the alphabet.

Letters of the alphabet	Casey Caterpillar language	Casey Caterpillar Symbol		Letters of the alphabet	Casey Caterpillar language	Casey Caterpillar Symbol	
a	open mouth, short stick			i	short stick, spot		
b	kangaroo & joey			j	possum tail, spot		
c	open mouth			k	tall stick, twirly vine		
d	open mouth, tall stick			l	tall stick		
e	twig, open mouth			m	short stick, tunnel, tunnel		
f	feeler, twig			n	short stick, tunnel		
g	open mouth, possum tail			o	open mouth, open wider		

h	tall stick, tunnel			r	hanging stick, tunnel		
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q	open mouth, hanging stick			y	gumnut cup, possum tail			
r	short stick, half tunnel			3	twig, short (sloped) stick, possum tail			
s	sammy snake							
t	tall stick, twig							
u	gumnut cup, short stick							
v	gumnut cup							
w	gumnut cup, gumnut cup							
x	ear, open mouth							

HeidiSong's Chart of the Developmental Progression of a Child's Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Theh canr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play withf the white board and the shapex and I won to play with MY feh (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid if was Israel and Antonio and They got lost I fad Thim. The end (One day, I saw my friends. It was Israel and Anthony and they got lost I found them. The end)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

a b c d e f g h i j k l m n
o p q r s t u v w x y z

A B C D E F G H I
J K L M N O P Q
R S T U V W X Y Z

0 1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20

Victorian Cursive Writing, letter and number formation. This writing style is endorsed by the NT Dept. of Education.

FOR A HEALTHY LUNCHBOX

PICK & MIX

SOMETHING FROM EACH GROUP

1-6!

FRUIT 1

FRESH FRUIT

- Apple
- Banana
- Mandarin
- Orange quarters
- Passionfruit halves (with spoon)
- Watermelon, honeydew, rockmelon chunks
- Pineapple chunks
- Grapes
- Plums
- Nectarines, peaches, Apricots
- Strawberries
- Cherries
- Kiwifruit halves (with spoon)
- Pear

MIXED FRUIT

- Fruit salad
- Fruit kebabs

DRIED FRUIT

- Dried fruit, nut, popcorn mixes*

TINNED FRUIT/SNACK PACKS/CUPS

- In natural juice (not syrup)



VEGETABLES 2

FRESH CRUNCHY VEGIES

- Corn cobs
- Carrot sticks
- Capsicum sticks
- Green beans
- Cucumber sticks
- Celery sticks
- Snow peas
- Tomatoes (e.g. cherry and Roma tomatoes)
- Mushroom pieces

Can serve with either:

- Hummus
- Tomato salsa
- Tatziki
- Beetroot dip
- Natural yoghurt

SALADS

- Coleslaw and potato salad (reduced fat dressing)
- Mexican bean, tomato, lettuce and cheese salad
- Pesto pasta salad*

BAKED ITEMS

- Grilled or roasted vegetables
- Wholemeal vegetable muffins or scones
- Vegetable slice (with grated zucchini and carrot)
- Popcorn

SOUP (In small thermos)

- Pumpkin soup
- Potato and leek soup
- Chicken and corn soup

MILK, YOGHURT AND CHEESE 3

- Milk
- Calcium-enriched soy and other plant-based milks
- Yoghurt (frozen overnight)
- Custard

Tip:

- Freeze the night before to keep cool during the day

- Cheese cubes, sticks or slices
- Cottage or ricotta cheese
- Cream cheese
- Tatziki dip

Can serve with either:

- Fruit
- Wholegrain cereal, low in sugar
- Vegetable sticks
- Rice and corn cakes
- Wholegrain wheat crackers

MEAT OR MEAT ALTERNATIVE 4

- Tinned tuna or salmon in springwater
- Lean roast or grilled meats (e.g. beef, chicken, kangaroo)
- Falafel balls
- Lean meat or chicken patties
- Tinned tuna or salmon patties
- Lentil patties
- Lean deli meats (e.g. ham, silveride, chicken)
- Boiled eggs
- Baked beans (canned)
- Tofu cubes
- Hummus dip
- Lean meat or chicken kebab sticks
- Peanut butter*

Can serve with:

- Wholegrain sandwich, roll, pita or wrap bread with salad
- Rice and corn cakes
- Wholegrain wheat crackers
- Side salad

- Vegetable fritтата
- Skinless chicken drumsticks
- Savoury muffins or scones (e.g. lean ham, cheese and shallots)
- Homemade pizzas with lean roast or deli meats and vegetables

Can serve with:

- Side salad
- Steamed or roasted vegetables

GRAIN AND CEREAL FOOD 5

MAINS

- Wraps
- Sandwiches
- Rolls
- Toasted sandwiches

Tip: Use breads such as wholemeal, multigrain, rye, sourdough, pita, flat, corn, mountain, lavash, white fibre-enriched, soy and linseed, herb, naan, bagels, foccacas, fruit bread and English muffins.

- Pasta dishes
- Rice, quinoa or cous cous dishes
- Noodle dishes
- Sushi

SAVORY BAKED ITEMS

- Homemade pizzas
- Wholemeal savoury muffins or scones (e.g. ham, cheese and corn muffins)
- Vegetable based muffins
- Pasta or noodle bake

SWEET BAKED ITEMS

- Fruit loaf
- Wholemeal fruit based muffins

SNACKS

- High fibre, low sugar cereal (e.g. muesli)
- English muffins
- Crackers
- Crispsreads
- Rice cakes
- Corn thins
- Wholemeal scones
- Pikelets
- Crumpets
- Hot cross buns (no icing)

WATER 6

- Take a water bottle (for refilling throughout the day)

Tip:

- Freeze overnight to keep foods cool in lunchboxes

Sweet and savoury snack foods (e.g. muesli/fruit/nut bars, biscuits, crisps, cakes, muffins, slices) should be limited in lunchboxes. They can lead to excess energy intake if consumed in large amounts.

Sugar sweetened drinks and confectionery should not be provided in lunchboxes. They can lead to excess energy intake and tooth decay.



*Check your school's policy regarding the use of nuts and products containing nuts.

For more information about healthy eating and for many tasty recipes, visit the the Healthy Eating Advisory Service: <http://heas.health.vic.gov.au/>