



Durack School

2025 Transition Family Information

Respect, Responsibility and Kindness



Durack.School@education.nt.gov.au

<https://durackschool.com.au/>

 Durack School NT

89977555

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Principal's Welcome

We welcome you and your family to Durack School and the Durack School community.

We provide a safe and supportive learning environment for children to develop their skills, abilities and attitudes towards learning. In their first year of school, students learn through explicit teaching, interactions with others, experimentation, practice and play in the classroom and school community.

This booklet contains specific information for Transition families, and should be read in conjunction with the Durack School Parent Handbook, which includes general school policies and procedures that apply to all families and students.

The graphic is a colorful collage with a blue and green color scheme. At the top left is the Durack School crest, which features a shield with a large 'D' and a crown above it, with a banner below that says 'DURACK SCHOOL'. To the right of the crest, the word 'VISION' is written in large, blue, sans-serif capital letters. Below 'VISION' is the text 'Every Learner Making Progress' in a smaller, black, sans-serif font. On the left side, the word 'MOTTO' is written vertically in blue, with each letter in a separate circle. To the right of 'MOTTO' is the text 'Durack School' in large, white, serif font, followed by 'Dignity and Determination' in a smaller, white, sans-serif font. In the center, the text 'THE HEART OF SUCCESS' is written in black, sans-serif font, followed by 'Respect Responsibility Kindness' in large, white, sans-serif font. Below this is the text 'for ourselves, others and the environment' in a smaller, white, sans-serif font. On the right side, the word 'VALUES' is written vertically in white, with each letter in a separate circle. At the bottom left, the word 'MISSION' is written in large, blue, sans-serif capital letters. To the right of 'MISSION' is the text 'CODE OF CONDUCT' in large, blue, sans-serif capital letters, followed by 'In our school community we have a responsibility to:' in a smaller, white, sans-serif font. Below this is a list of three bullet points: 'Be Respectful', 'Engage in Learning', and 'Feel Safe and Valued', all in white, sans-serif font.

VISION
Every Learner
Making Progress

MOTTO
Durack School
Dignity and
Determination

VALUES
THE HEART OF
SUCCESS
**Respect
Responsibility
Kindness**
for ourselves, others
and the
environment

MISSION
Durack School inspires all learners to embrace learning, achieve their **personal best** and build their **emotional, social, and physical wellbeing** in a nurturing and **inclusive learning environment**.
We encourage learners to be **kind, compassionate, and creative** while striving for academic and social excellence, through **explicit learning**, utilising innovative **digital technologies**.
At Durack we strive to share our **knowledge** and **inspire** our students to be **confident, motivated** and **prepared for lifelong success**.

CODE OF CONDUCT
In our school community we have a responsibility to:
• **Be Respectful**
• **Engage in Learning**
• **Feel Safe and Valued**

Back to School Vouchers

Back to School Vouchers are issued at the beginning of the school year and may be used to purchase your child's Transition book pack and school uniforms. Please see our Durack Office staff for more information.

School Times

8.05 am Teaching and Learning in classrooms commence. A bell will go at 8.05 am to remind students that it is time to go to class.

2.30 pm The school day ends.

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.

Transition students need to be collected from the classroom by a nominated adult during Term 1.

- At Durack School, the bell is a signal for students to mark the start of the day, recess and lunch and the end of the school day.
- Students are encouraged to be on time, as students who arrive late to class may miss an important part of the day, such as teacher instructions or the class moving to another location in the school for a special lesson. This can be disorienting for students and affects their learning. Any student arriving after 8.20 am is recorded as late on the roll in accordance with the NT Department of Education regulations.
- Parents collecting students are asked to wait outside the 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 and how they are getting home.
- ***Please do not drop children at school before 7.45 am and ensure they are picked up at 2.30 pm.***
- Please inform the school if any custody orders are in place, affecting who can collect your child from school.
- The Durack School Outside Hours School Care (OHSC) drops off and collects enrolled Transition students from their classroom.

School Communication

Teacher's priority during school hours is supporting students. Teachers are happy to quickly chat before school for you to pass on short messages. However, if you would like to have a longer conversation please make an appointment.

Teachers can be **emailed** directly at firstname.lastname@education.nt.gov.au

Durack School have a school **Facebook** page with updates on school events.

Durack School also uses the **ClassDojo** app to communicate with parents. At the beginning of the school year, a letter will be provided for families/carers to connect to their child's class and classroom teacher. Parents may contact the classroom teacher through the ClassDojo message option. Whole school events, newsletters and class notes are posted electronically on ClassDojo.

Families receive a written **school report** at the end of Semester 1 and 2 of Transition. In Transition, students do not receive A-E grades. The report will provide an indicator of student effort in learning and a teacher comment about student learning.

In Semester 1 and 2, Durack School host **3 Way Conferences** where children share their learning with their families and carers. Dates, details and booking information are provided prior to these scheduled events.

Durack School Uniform

The wearing of the school uniform, including the school hat, is compulsory. Parents will be notified if their child is not wearing the appropriate uniform. The Durack School uniform consists of the Durack polo shirt and black Durack skorts/shorts. Students also need a Durack School hat. Students must wear sandals with a back/ankle strap or sneakers.

In 2025 Durack School is transitioning to a new Durack polo shirt in some sizes. Durack House Team shirts are also available. Please see our Front Office for details.

What to Pack?

Please label all items clearly with your child's name

- A Sun Smart Durack School Hat
- A packed lunchbox with recess and lunch
- A water bottle
- A change of clothes (accidents sometimes happen)

Please ensure that your child can fit all daily items into their school bag and that they can navigate all zips, buttons and containers as independently as possible. Teachers are on hand to assist but we do encourage children to be as independent as they can.

Eating at School

Eating times are:

10.25 am Recess – 10 minutes eating time

12.55 pm Lunch – 15 minutes eating time

Students eat in the classroom before going into the playground for recess and lunch playtime.

- Lunchboxes are stored in the refrigerator during the day. Please note that the fridges need to accommodate many lunchboxes and therefore we ask that you do not send in large insulated bags.
- We do not have the facilities to heat children's food, due to Health and Safety guidelines.
- Children bring their water bottles into the classroom with them, which they can drink during lesson time to stay hydrated.
- There are several bubblers and taps around the school where your child is able to refill their water bottle.

See Appendix 5 for healthy lunchbox ideas.

Play Times

After children have eaten, it is time to play!

Play times are important for children's development. It is a time for learning social skills, being physically active, developing friendships and using their creativity.

The A Block play equipment and sandpit are allocated for use by Transition to Year 2 students only. Students may also go the library and Social Club when these are open. For safety reasons, Transition students are asked not to play in the other outside areas of the school until the second half of the year.

Student Wellbeing

Durack School has a Student Wellbeing Framework to ensure our school has a safe and supportive teaching and learning environment. This framework ensures a consistent approach to student wellbeing across the school and emphasises positive student choices in learning, through verbal and visual reminders.

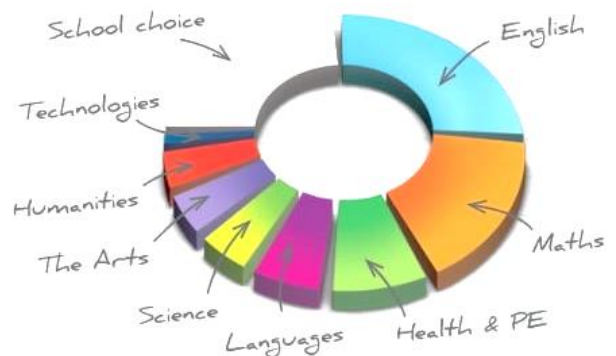
Students are taught that we all make poor choices at times and these poor choices can impact other people in our community. When poor choices are made, students are supported to reflect on their choice and any consequences arising from that choice. Using a restorative practices approach, students may need to consider 'Who was affected by my choice?' and 'What do I need to do to make it right again?'

Students are explicitly taught **social and emotional skills** to support their wellbeing and academic development using the 'Grow Your Mind' program. You can find out more about the 'Grow Your Mind' program at their website: <https://growyourmind.life/>.

Durack School Teaching and Learning Programs

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

In the first year of school, priority is given to the development of children's literacy and numeracy as these are the foundations for further learning. Opportunities for 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 a key part of the first year of school.



You can find more information about the Australian Curriculum at <https://v9.australiancurriculum.edu.au/>

Durack School is a **Japanese** Sister School of Kansai International Academy. Japanese is taught by educators from the Darwin Languages Centre across the school, with extension programs offered in Upper Primary. Transition students participate in song and game focused lessons once per week, learning Japanese colours, numbers, greetings, songs and more.

Students visit the **Durack School Library** once per week. Students have the opportunity to browse and borrow books, participate in story time sessions and build knowledge of books and the library. Students will need a library bag to borrow a book.

Transition students will participate in 4 lessons per week delivered by a specialist subject teacher, rather than their classroom teacher. In 2024, these lessons will be **Physical Education, Environmental Science, Art/ Design & Technology** and **Dance**.

Literacy Programs

Literacy development covers 3 elements

- Speaking and Listening – which includes the development of listening, interacting and speaking
- Reading and Viewing – which includes phonemic awareness, phonics knowledge, fluency and understanding texts
- Writing – which includes creating texts, grammar, punctuation, spelling and handwriting

Phonemic Awareness is the understanding that spoken words are made up of individual sounds, which are called phonemes. A child with strong phonemic awareness is able to isolate sounds, manipulate the sounds and blend and segment the sounds in words. Without these skills children find it very difficult to learn to read and write. Durack School uses the Heggerty Phonemic Awareness program to ensure all students have a chance to develop and practise these skills.

Jolly Phonics is the Durack School phonics program. This is a multi-sensory phonics program used in Transition that begins with the introduction of the 42 sounds that make up the English language and how we represent those sounds with letters or groups of letters. Phonics knowledge provides a foundation for fluent reading.

Each sound has its own action and song to keep children actively involved in learning. The actions are an important prompt for when children are unsure of the correct sound as they read or spell words. For more information about the actions, see Appendix 1.

Each lesson moves through 5 basic skills that children need to master to consolidate knowledge of the sound-letter patterns.

1. Learning the sound made by the letter or group of letters
2. Learning the written letter formation (supported by the Magic Caterpillar handwriting program)
3. Blending sounds to read words
4. Identifying sounds in words
5. Learning Tricky Words – 72 frequently used words that cannot be phonetically sounded out by early readers, but commonly occur in all texts.

The Magic Caterpillar is the handwriting program used across Durack School. Letter formation is explicitly taught and modelled using a story, connecting to words and images. 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. This story provides visual cues for the shapes needed to form all the letters of the alphabet correctly. For more information on the Magic Caterpillar 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 concepts of letters and words

Schools in the NT use Modern Victorian Cursive Script (see Appendix 3) for handwriting. Children and parents are encouraged to use this script when writing at home to ensure consistency between school and home.

The use of lowercase letters, except for when starting a title or person's name, is to be encouraged at all times as children will be expected to do this at school.

These programs support students to begin independently **Reading** and **Writing** short texts.

In Reading, students will progress through decoding and reading simple 3 letter words to reading simple sentences and some short decodable books. In Writing, students will move through the developmental progression of Writing (see Appendix 4) to begin writing short words and later, simple sentences.

More information about how you can support this process at home will be provided with your child's homework folder.

Numeracy Programs

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

Numeracy development covers 3 areas

- Number Sense & Algebra – which includes number and place value, counting, additive strategies and understanding money
- Measurement & Geometry – which includes understanding units of measurement, understanding geometric properties, positioning and locating and measuring time.
- Statistics & Probability – which includes understanding chance and interpreting and representing data

Durack School uses the **Learning Through Doing** Mathematics program as a whole school approach to learning Mathematics. In Transition, this program develops student's mathematical knowledge in the areas of number, algebra, measurement, shape and space using a structured, hands-on approach with a focus on using high impact visuals to support learning.

Students will read, write, count and represent collections of objects to 20 and beyond. They will develop an understanding of the language of time, as well as, compare objects in terms of their length, height, mass or capacity. They begin to develop the vocabulary to describe the position of objects in space and describe and compare shapes and objects.

Useful Resources

Durack School <https://durackschool.com.au/>

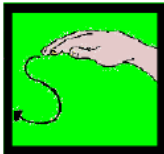





Australian Curriculum <https://v9.australiancurriculum.edu.au/>

Grow Your Mind program <https://growyourmind.life/>






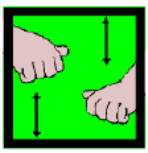
Jolly Phonics Actions

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

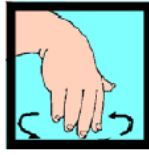



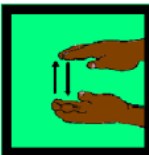

Group 1

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"	Let hands gently come together as if a toy fish is deflating, and say "fffff"	Place hands together, as if batting away a cricket ball and say "b, b, b, b"





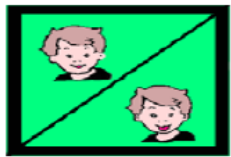
Group 4

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"	

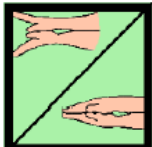





Group 5

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














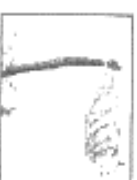




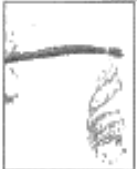





y	x	ch	sh	th	th
					
Pretend to eat yoghurt from a spoon, and say "y, y, y, y"	Pretend to take an xray with a camera, saying "ks, ks, ks"	Move arms at your side, as if you are a train, saying "ch, ch, ch"	Put your index finger over your lips and say "shshsh"	Pretend to be a naughty clown and stick out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



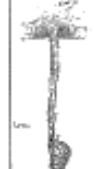
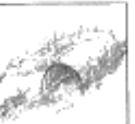
Group 7






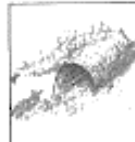





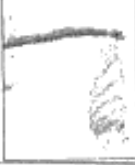







qu	ou	oi	ue	er	ar
					
Make a duck's beak with your hands and say "qu, qu, qu"	Pretend your finger is a needle and prick your thumb, saying "ou, ou, ou"	Cup hands around mouth and shout to another boat "oi! Ship ahoy!"	Point to people around you and say "you, you, you"	Roll hands over each other like 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 a long 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							


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.

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 withn 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 it 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>

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 fritata
- 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, focaccias, fruit bread and English muffins.

- Pasta dishes
- Rice, quinoa or couscous 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
- Crispreads
- 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.