



We are delighted to welcome you to Thomas Acres Public School, especially families who are new to our community. We hope you enjoyed a happy, safe and relaxing holiday. We look forward to a wonderful year ahead, filled with learning, growth and new experiences for our students.

Our Stage One team this year comprises of:

Mrs Williamson	Assistant Principal
Mrs Rafter	1R's Class Teacher (Wednesday – Friday)
Mrs Ballard	1R's Class Teacher (Monday – Wednesday)
Mrs Safi	1S's Class Teacher
Mrs Cunningham	1/2 C's Class Teacher (Wednesday - Friday)
Mrs Love	1/2 C's Class Teacher (Monday- Tuesday)
Mrs Kous	2K's Class Teacher (Monday - Thursday)
Mr Kumar	2K's Class Teacher (Friday)
Mrs McKay	2B's Class Teacher (Monday- Tuesday)
Mrs Boustani	2B's Class Teacher (Wednesday - Friday)
Mr Morris	2M's Class Teacher

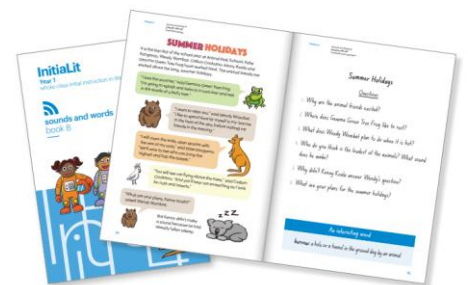
What are we going to be learning?

English

InitialLit:

Stage One will be taking part in the InitialLit program, which supports children in developing the essential skills they need to become confident readers and writers. InitialLit is a structured literacy program that runs from Kindergarten to Year 2, ensuring students build strong foundations in reading and writing over time.

During writing sessions, your child will have many opportunities to write for different purposes. They will learn how to describe, explain, share their opinions, retell events and create their own stories. We are excited to see their growth, confidence and creativity develop throughout the year.



High Frequency Words:

By the end of Kindergarten, students are expected to be able to read and write the first 100 high-frequency words, as outlined by the Department of Education. These are words that appear very often in books and everyday writing, so knowing them well helps children read more smoothly and write with confidence. Some of these words are known as *sight words*, which means they cannot easily be sounded out and need to be recognised straight away.

This term, Year 1 students will focus on strengthening their knowledge of these first 100 words before learning new ones. Year 2 students will be assessed on these words early in the term and will continue to add more high-frequency words to their learning as the year goes on.

You can support your child at home by making flashcards of these words and helping them practise reading them quickly and confidently. Knowing these first 100 words allows beginning readers to recognise around half of the words they see in texts, which makes reading much easier. Once your child can read the words confidently, encourage them to practise spelling them from memory. This will greatly support their writing, as they will be able to recall these words easily when writing sentences and stories.

100 high-frequency words in order				
the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Mathematics



This year in mathematics, Stage 1 students will be developing strong foundations that support their learning now and into the future. Children will build their understanding of numbers, measurement and shapes through engaging and hands-on activities.

Students will learn about place value and practise addition and subtraction, while also being introduced to simple multiplication and division. They will explore shapes, patterns and measurement concepts such as length and time, helping them make sense of maths in everyday life.

Learning will be supported through games, practical activities and problem-solving tasks that build confidence and encourage a positive attitude towards maths.

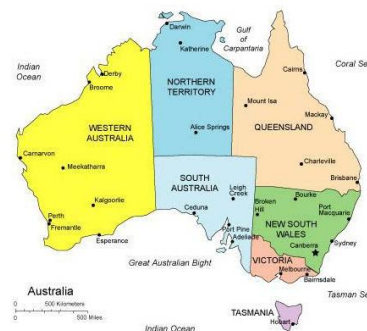
In Year 1, students will work with numbers up to 120, while Year 2 students will extend their understanding to numbers up to 1,000. They will practise showing numbers in different ways, including using numerals, words and hands-on materials.

Through these learning experiences, students will develop essential numeracy skills and grow in their ability to think logically, critically and creatively, setting them up for success across all areas of learning.

Geography

People are connected to places and groups

This term in geography, Stage 1 students will explore the world around them by learning about continents, oceans and Australia using maps. They will learn that places are important to people and discover the difference between Aboriginal Country and Torres Strait Islander Places, developing an understanding of the rich diversity of Australian places and communities. Students will also discuss how people connect to and care for places and environments, helping them build an appreciation for the world they live in.



Science

Living things change over time

This term in science, Stage 1 students will learn about living things by observing how plants grow, exploring life cycles and learning about animals from the past, including extinct animals. They will investigate local habitats, make observations and group what they find to look for patterns and changes. Students will also develop early digital skills by creating simple step-by-step instructions to control digital devices. Through hands-on investigations, questioning and problem-solving, students will build curiosity and a deeper understanding of the world around them.

Personal Development, Health & Physical Education

Staying safe, healthy and active



In Term 1, Stage 1 students will participate in lessons that support their safety, wellbeing and personal development through both classroom (PDH) and practical (PE) lessons. Students will learn how to be safe road users, understand basic emergency responses, and practise good hygiene and self-care habits to help keep themselves healthy. They will also explore their personal identity by noticing and talking about physical and social changes and by developing skills to recognise and manage their emotions. In Physical Education lessons, students will practise balance, running and catching skills and apply these in fun games that promote safety, fair play and enjoyment. Through the lessons, students will build important

self-management and interpersonal skills, including understanding how feelings, words and body language affect themselves and others.

Zones of Regulation

The Zones of Regulation program supports students to understand and manage their emotions and behaviour in positive ways. Through a range of engaging activities, students learn to identify different emotional states, known as “Zones,” and explore strategies to help them stay in a Zone or move between Zones when needed. They also practise calming techniques and begin to build a personal toolbox of strategies to help manage their feelings at school and beyond.

Skills developed in this unit include:

- recognising and interpreting others’ facial expressions
- identifying a wider range of emotions
- understanding how their behaviour affects others
- recognising situations that may trigger strong emotions
- knowing when and how to use problem-solving and self-regulation strategies

Creative Arts

Dance & Music

This term in creative arts, our Stage 1 students will be exploring **dance and music as ways to express ideas and tell stories**. In dance, children will learn and enjoy traditional African dances, using their imagination to create movements inspired by animals and other living things while experimenting with space and timing. In music, students will listen to and create soundscapes inspired by African songs and animals, discovering how sounds

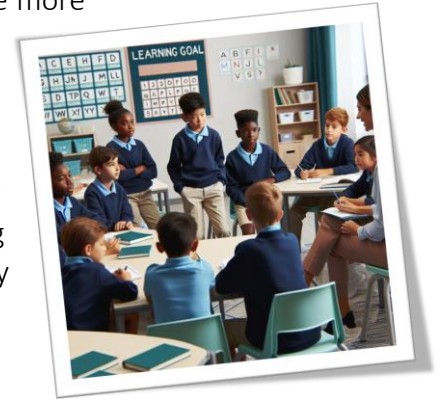
can be long or short, high or low, and different in tone. Through these fun, hands-on activities, students will build confidence, creativity and a deeper appreciation for movement and music.

Formative Assessment: What is it?

At Thomas Acres, we view learning as a continuous process, with ongoing assessment supporting students every step of the way. Rather than waiting until the end of a unit or term, teachers regularly check students' understanding during lessons so adjustments and support can be provided when they matter most.

When students know what they are learning and what success looks like, they are more confident and engaged. Teachers work closely with students to clarify learning intentions, monitor progress and plan next steps together. Teachers act as guides, offering clear direction and constructive feedback to help students grow.

In classrooms, students are supported through clear expectations, timely feedback and opportunities to reflect on their learning. By actively involving students in this process, we aim to strengthen learning habits, improve the quality of work and deepen understanding across all areas of learning.



Excursions:

This year we are planning to hold two excursions. There will be one per semester. We are anticipating excursions will cost approximately \$35 - \$60 each. We are still in the process of finalising arrangements for our first excursion. Details will become available roughly four - six weeks prior to the excursion date via Sentral.

Fruit Break:



Each day at Thomas Acres, students will take part in a program called 'Fruit Break.' This special break allows students to enjoy some fruit or vegetables and drink water during class. It helps them recharge, stay hydrated and improve their focus and concentration in the classroom.

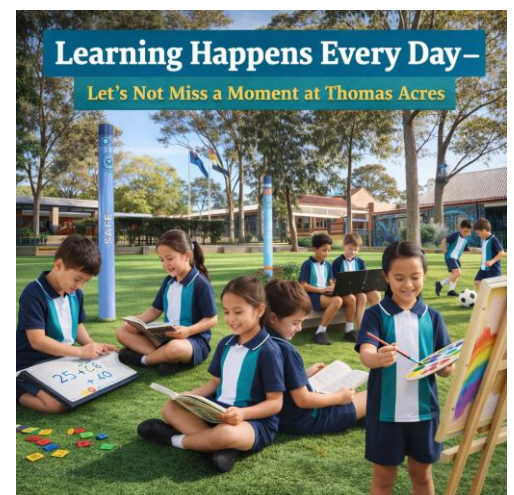
To participate in Fruit Break, we kindly ask that your child brings a bottle of water and a piece of fruit or a vegetable to school every day. Thank you for your support in helping our students stay healthy and energised!

Attendance:

At Thomas Acres, we value every school day and the important role regular attendance plays in your child's learning and wellbeing. Coming to school every day helps children make steady academic progress, develop confidence and build strong friendships. Being present and on time sets positive routines that support your child's overall development.

Parents and carers can support positive attendance by:

- helping their child understand the importance of routine and punctuality
- ensuring their child arrives at school on time and ready to learn (school hours are 8:55 am–2:55 pm)
- arranging appointments outside school hours wherever possible
- **replying to the school's SMS on the day of an absence** with a clear reason (for example, "Sam Smith has a cough and headache," rather than "Sick" or "Unwell")



- providing a **written explanation within 7 days** if the SMS is not responded to, such as a note from a parent/carer or a **medical certificate for absences of three days or more** (absence booklets are provided at the start of the year and are also available from the front office)
- working with the school to address any concerns that may affect attendance or engagement

When your child misses just ...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...
10 minutes each day	50 minutes each week	Nearly 1 ½ weeks each year	Nearly ¼ a year of learning
20 minutes each day	1 hour and 40 minutes each week	Nearly 2 ½ weeks each year	Nearly 1 year of learning
30 minutes each day	2 ½ hours each week	4 weeks each year	Nearly 1 ½ years of learning
1 hour each day	1 day each week	8 weeks or nearly 1 term each year	Over 2 ½ years of learning

Your child's best learning time is at the beginning of the day

If your child arrives late, they must sign in at the front office and collect a late note to give to their teacher. Please note **that late arrivals and early departures do affect overall attendance.** Thank you for your continued support in helping your child attend school regularly and on time.

Merit Awards:

At Thomas Acres, we use a merit system as an important part of supporting positive behaviour and encouraging students to always try their best.

Our Merit Award system is a tiered program that students can take part in throughout their time at the school. As students earn certificates, they can exchange them for higher-level awards. This system continues from year to year, with students taking responsibility for keeping track of their awards and trading them in when they are ready.

The award system is designed to recognise each student's effort, achievements and personal progress. As students work towards earning bronze, silver, and gold certificates and badges, they collect merit awards that acknowledge and celebrate their successes along the way.

5 mini white merit awards = white award

4 white awards = bronze certificate and badge with bronze chip

****This is repeated for silver and gold certificates and chips for badges****



Homework:



At Thomas Acres Public School, we don't send home formalised homework, but there are many ways you can support your child's learning at home. Reading together every night is one of the most beneficial activities you can do. Ask your child questions about the story to help develop their understanding and language skills. Here are some questions you can use for most stories:

- What was your favourite part of the story?
- Who was the main character, and what happened to them?
- How do you think the character felt when...?
- What would you do if you were in the same situation as the character?

Encourage your child to speak in grammatically correct sentences, practice reading and spelling high-frequency words and work on counting. You can also involve them in everyday life skills like helping to prepare dinner by

following recipes, learning to tell the time and recording on calendars any family events. These simple activities support your child's learning in a fun and practical way!

Library Day:

Stage One library days will differ from class to class. Parents will be notified which day their child/ren will visit the library. Borrowing will commence in the next couple of weeks.

Student resources:

At the end of last year, Thomas Acres sent out a list of resources for the new school year. We kindly ask that you send these items into school as soon as possible. Please be sure to clearly label all your child's belongings with their name.

FOR STUDENT:

- Paint shirt
- School bag
- Lunch box
- Drink bottle (please choose a water bottle, no glass bottles)
- Library bag
- School hat
- 1 x document wallet



We are also kindly requesting donations of the following items for each classroom. These are not mandatory but would be greatly appreciated:

Classroom Donations:

- 4 x large glue sticks (Bostik & UHU are preferred)
- 3 x paper towels
- 8 x whiteboard markers
- 1 x pump soap
- 1 x hand sanitiser
- 2 x black Sharpie textas
- 1 x packet of baby wipes
- 1 x packet of textas (Faber-Castell are best)
- 2 x boxes of tissues

We truly appreciate all donations of classroom supplies and are very grateful for your generosity. Once the initial supplies have been collected, individual teachers may occasionally send home additional requests if specific items are needed. For example, during the colder months, items such as tissues and hand soap tend to be used more quickly due to cold and flu season.

Your ongoing support makes a big difference, and we thank you for helping us keep our classrooms well-resourced and running smoothly.

Stage 1 Team 2026