



Working together,  
families and our  
school can provide  
the greatest  
opportunity for  
children to have the  
best possible start in  
life.

**Welcome to  
Foundation 2026  
at RPS**





**RIPPONLEA**  
PRIMARY

Our vision is for the children of Ripponlea to be critical and creative thinkers, who are empowered with the skills and empathy to engage with an ever-changing world.

*They care, they create, they connect.*

Community  
Creativity  
Integrity  
Open-Mindedness

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Resilience  
Respect






At RPS, wellbeing is a central focus. We support the wellbeing of our students, teachers and families.

- SWPBS – School Wide Positive Behaviour Expectations
- Resilience Rights & Respectful Relationships (RRRR)
- Sexuality, Health & Consent Education
- Zones of Regulation
- Restorative Practices
- Circle Time/Mindfulness/Movement Breaks
- Therapy Dog – Lola



# Positive Behaviour Support

At RPS we care about ourselves, others, our learning and our school. We implement the Positive Behaviour Support initiative to promote and maintain a respectful and safe learning environment for all students and staff.

Foundation - SWPBS Tickets		
 RESPECT	 PRIDE	 SAFETY
<input type="checkbox"/> I use three levels of voice: thinking, whispering, discussion	<input type="checkbox"/> I have a positive attitude to learning	<input type="checkbox"/> I move quickly, quietly and carefully wherever I go
<input type="checkbox"/> I am an active listener and use the 5 L's	<input type="checkbox"/> I ask questions when unsure or need help	<input type="checkbox"/> I follow my technology agreement
<input type="checkbox"/> I give and accept feedback	<input type="checkbox"/> I am responsible for my learning	<input type="checkbox"/> I return promptly from the toilets with my partner
<input type="checkbox"/> I allow others to learn	<input type="checkbox"/> I share my ideas and wait patiently for my turn	<input type="checkbox"/> I am responsible for my choices
<input type="checkbox"/> I follow staff instructions	<input type="checkbox"/> I set and achieve my goals	<input type="checkbox"/> I ask permission to leave any space
<input type="checkbox"/> I encourage, cooperate and include others	<input type="checkbox"/> I know mistakes are good for my learning	<input type="checkbox"/> I use my strategies when I have big emotions
<input type="checkbox"/> I look after and share classroom resources	<input type="checkbox"/> I am ready to learn and try all tasks	<input type="checkbox"/> I pack up and leave areas tidy for others to use
<input type="checkbox"/> I use my manners and speak in a kind way	<input type="checkbox"/> I challenge myself and try my best	<input type="checkbox"/> I give others space and keep my body and objects to myself
Student:	Teacher:	Class:

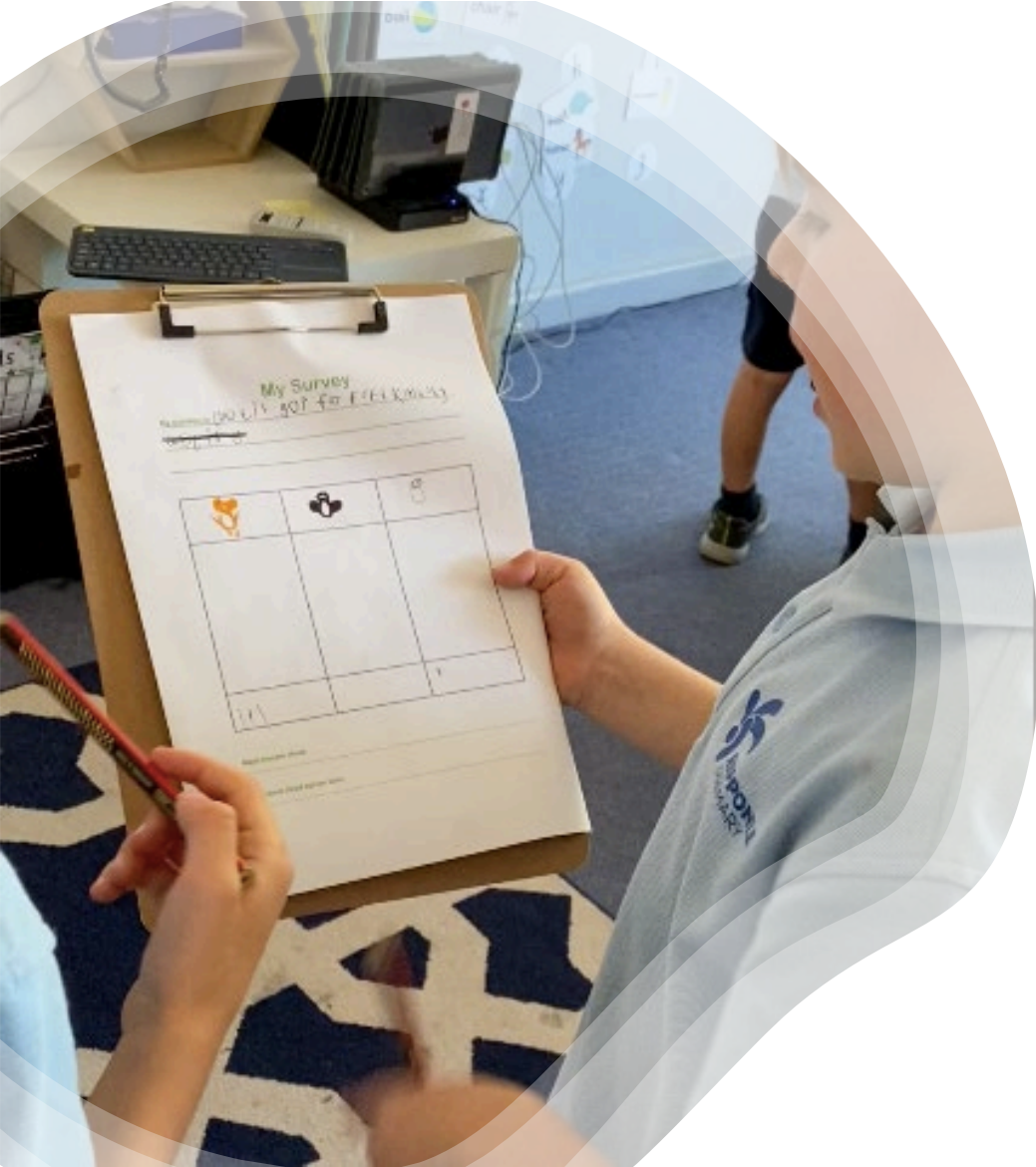
## THE GRADUAL RELEASE OF RESPONSIBILITY (GRR)

At Ripponlea, we follow the Gradual Release of Responsibility Instructional Model.

We use the language:

I do  
We do  
You do





- Learning Intentions
- Success Criteria
- Collaborative and Independent Tasks
- Small Group Instruction
- Reflection

# Victorian Curriculum

## Learning Areas:

English  
Mathematics  
The Arts  
Health and Physical Education  
Science (Inquiry)  
The Humanities (Inquiry)  
Languages  
Technologies

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## Four General Capabilities:

Personal/ Social  
Critical Creative Thinking  
Intercultural  
Ethical

Mathematics lessons at Ripponlea cover areas of Number, Algebra (patterns), Measurement (volume/capacity, length, mass, time), Space (shape and location) and Statistics (data).

At RPS we use a hands-on approach to mathematics for students to deepen their understanding in a real-life context.



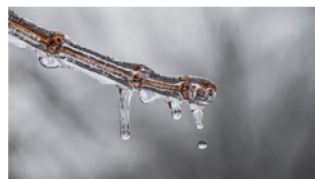
## NEW WEIRD WORDS INTRODUCTION

Decoding- use our reading tools

jaw  
paw  
law  
raw  
saw



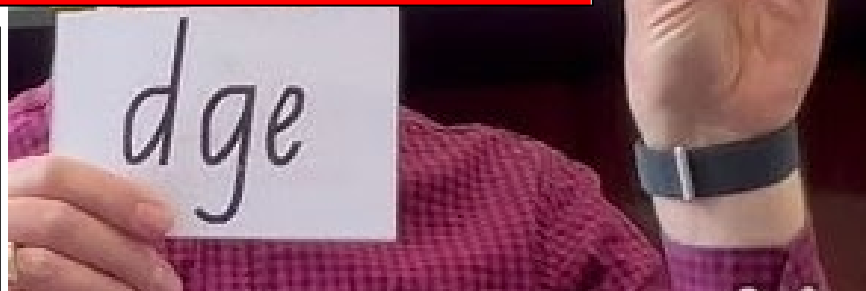
thaw  
dawn  
lawn  
yawn  
draw



1. Sound it/Chunk it  
(Keep our voice on)  
2. Blend it

Spelling- use our spelling tools

*draw*  
*claw*  
*crawl*  
*straw*



1. Copy  
2. Sound it/Chunk it  
3. Sound and Blend  
4. Make Chunk  
5. Read it

- Explicit Teaching of Phonics
- Teaching in context
- Connections across:
  - Speaking and Listening
  - Writing
  - Reading and Viewing

## Word Reading & Spelling- Phonology

### 1. Early **Systematic, Synthetic Phonics** including:

- introducing letter-to-sound relationships (codes) in a sequenced manner
- reading words containing taught codes using blending from left to right.
- spelling words containing taught codes using segmenting.
- building from VC & CVC syllable structures, right through to CCCV+ and into multisyllabic words.

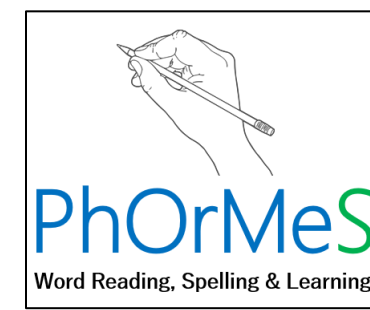
## Word Reading & Spelling- Orthography

### 2. Reading & Spelling of **irregularly spelt words**, or 'Weird Words'.

- Teaching children to link the letter strings of irregularly spelt words to their linked phonemes.
- Teaching children to retrieve spellings for irregularly spelt words

### 3. Reading & Spelling of **common 'irregular patterns'** such as 'wa' words (e.g. want).

### 4. Reading & Spelling of **commonly misspelt homophones** in context.



## Word Reading & Spelling- Morphology & etymology

### 5. Early introduction of reading words with **grammatical morphemes** such as -s, -ing, -ed.

### 6. Learning and practicing rules/patterns governing orthographic choice in spelling (e.g. oi vs oy)

### 7. Year 3-6 focus of **reading words with Latin and Greek roots** (words with multiple morphemes, or suffixes and prefixes)

- taught within the concept of **morphology**
- becomes an assistance to vocabulary development

Through Inquiry students investigate topics such as:

School Readiness, Routines and Expectations;  
Families & Community;  
Community Helpers;  
Day/Night & Seasons

The Inquiry Learning topic support concept development and knowledge acquisition across areas of the curriculum such as Science, the Humanities and Technologies.





Our engaging curriculum allows students to explore artists, experiment with different materials and share their artworks with each other. Students learn how to respond to visual artworks and ask questions about the artist and works.

# Visual Arts



# Performing Arts

At RPS, we celebrate creativity and open mindedness and provide students with the valuable opportunities to explore their creativity through exposure to music, as well as drama and dance.

# Japanese

Students are introduced to vocabulary through songs, games and digital technologies.





# Physical Education & Health

At RPS we provide opportunities for students to develop their knowledge, understanding and skills needed to lead a healthy, safe and active life. PE at RPS provides opportunities for students to learn through structured play.

Students also engage in weekly PMP with their classroom teachers.



## Library

We also have a well-resourced library with a great variety of fiction and non-fiction texts. Our students have a dedicated library session each week and are also able to visit the library during some lunchtimes.

# Communication

At RPS we foster strong home-school partnerships to achieve best results for all our students. We communicate through a range of channels to keep families up-to-date and engaged.

- COMPASS
- NEWSLETTERS
- FORTNIGHTLY BLOGS

Information Morning, Open Classrooms, 'You Tell Us' and three-way conversations will take place throughout the year.



# Question Time

Please feel free to ask  
any questions you might  
have.