Focus on Primary School Prep - Year 6
Mount Evelyn Christian School

MECS Vision
Seeking the Kingdom of God in Education

MECS Mission
We provide Parent-governed, Christ-centred schooling with learning experiences that challenge each student to actively live for God in His world, while partnering with Christian parents in the nurture of their children at a price affordable to those who are committed.

Primary School Motto
Strong Hearts
Strong Minds

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Introduction

Mount Evelyn Christian School (MECS) comprises 4 sections, all on the one campus: Kindergarten, Primary school (Prep-Year 6), Middle school (Years 7-9) and Senior school (Years 10-12). The core vision and mission of MECS remains constant throughout the entire school – you can read about this in the ‘Focus on MECS’ document, however each section also has its own vision, culture and structure to reflect the different ages of the students.

This booklet focuses solely on the Primary School, Prep - Year 6. This is an exciting stage of life as students begin their formal schooling, and embark on the journey of transition between home and being part of a wider community. As young children, they are learning about friendships, relationships with adults other than their parents, self-regulation, responsibility and the wonderful world they are apart of. They are discovering who they are as a wonderfully-created child of God, and what it means to be part of His kingdom.

The MECS Primary school aspires to build in each child a love of learning, an awe and wonder at the magnificence of creation and a sense of their uniqueness and potential as a child of God. Staff continue to build an environment that embraces the wonderful qualities of young children and provides students with a sense of belonging. Each child is recognised as being created in God’s image, with unique gifts that are valuable, worthy of development and specifically given by God.

We hope that as you read through this booklet you will get a sense of our attitude toward the primary years – that it is a stage to be celebrated and enjoyed; and a sense of our approach to schooling – that all students and all gifts are valuable. Our goal is to assist each child in reaching their God-given potential and prepare them for a life of discipleship and work in God’s kingdom.

Primary School Culture

Our motto at MECS Primary is Strong Hearts, Strong Minds. Our key words are Respectful, Responsible, Caring, Active learner, Thinkers and Wonderfully Created.

We embrace the idea that students will develop ‘Strong Hearts and Strong Minds’ over the course of their schooling:

- Hearts & minds that belong to God.
- Hearts that are learning to love and care for self and others.
- Minds that are strong, resilient and thoughtful.
- Hearts and minds that acknowledge God as Creator and Sustainer of the world and acknowledge our need for forgiveness and restoration.
- Beginning each day with devotions and prayer - putting God at the centre of our day, our learning and play.

Our learning is for:

**Head** - What will we know about who God is and how His world works?

**Heart** - How will our attitudes be shaped by the Lord? What heart response will we have as a result of our learning?

**Hand** - What will we do now that we have been involved in this learning? How will we respond to God’s calling on us?

“And you shall love the Lord your God with all your heart and with all your soul and with all your might. And these words which I am commanding you today, shall be on your heart; and you shall teach them diligently to your children and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up.” Deuteronomy 6: 5-7

“Love the Lord your God with all your heart and with all your soul and with all your mind, and with all your strength.” Matthew 22:37-39

MECS Primary Teachers’ Commitment

We are committed to providing a curriculum that challenges our students to be active learners and thinkers, who are engaged and focused.

- We will lead our students to respond in their learning with head, heart and hand.
- We will make clear the Christian perspective of the ‘slice of life’ that they are exploring.
- Together we will be excited to find out how God speaks into our learning.
- We will seek to unpack and deliver the curriculum in ways that enable all students to be honoured and inspired through meaningful and challenging lessons.
- We model Christ’s love by the way we interact. We build community and shalom together through restorative practices, respecting and caring for each other.

A Unique Perspective

**What’s unique about the MECS Primary school?**

MECS Primary school provides curriculum, teachers and a learning environment that recognises Christ as Lord of all of life. We are committed to ensuring that all learning is related to our Christian faith. The distinctiveness of MECS as a Christian school, which we are explicit about, is found in the biblical perspective from which we source our teaching. We see each child as having unique gifts that are to be celebrated and developed. No gift is more valuable than another.
Primary School Structure

The Primary school follows a multi age structure:

- 2 classes of Prep
- 3 classes of Years 1 and 2 combined (Junior Primary)
- 3 classes of Years 3 and 4 combined (Middle Primary)
- 3 classes of Years 5 and 6 combined (Senior Primary)

The multi-age class structure provides students with the opportunity to build a diverse network of relationships with a variety of students, allowing them to develop in their abilities and relationships. It allows for a flexible approach to learning, encompassing a wide range of abilities where each learner and their unique gifts are valued and celebrated. Each child learns and develops at their own pace, guided by teachers and Learning Assistants who care deeply for each of them.

Students are a part of the rich tapestry of community - their immediate class group, the broader cluster level (Prep/ Junior Primary/ Middle Primary/Senior Primary), the wider MECS Primary School and the wide-ranging entire MECS community.

Restorative Practice

MECS Primary’s approach to discipline follows the principles of Restorative Practice which recognises and helps students understand that relationships are damaged when behaviour goes wrong, or poor choices are made. MECS students are learning to respect themselves and others - their fellow students, teachers and parents. Students learn to take responsibility for their actions and understand that there are consequences for our behaviour. This approach acknowledges each person’s perspective, helps to build relationships and helps students work towards restoring the problem. Students learn that issues and problems can be worked through resulting in forgiveness, healing and restoration. We believe that this process is in line with a Christian perspective - we forgive each other as God forgives us. We seek restoration of relationships, as God does with us.

Each discipline incident is approached by having a ‘Restorative Chat’ addressing four main questions:

1. **What is the problem?** We help students identify what went wrong, and understand that the person is not the problem, the problem is the problem.

2. **Who is affected?** Who was hurt by these actions? How were they hurt?

3. **How can we fix the problem?** We assist students to see the need for an apology and for them to put right the relationship and things that have gone wrong. They identify that the relationship and trust has been damaged.

4. **How can we make sure this doesn’t happen again?** We help students identify why it happened and what underpinned the action that caused the problem. Consequences appropriately applied help the student consolidate their understanding and set right the broken relationship.

Restorative Discipline works hand in hand with the development of social skills and community building.
What about bullying?

We are often asked by parents about our approach to ‘Bullying’. Bullying is, by definition, ongoing and repeated, resulting in trauma and sometimes physical harm to a person. In no way does this type of behaviour fit into MECS, and into our commitment to love one another, as God has called us to do. However, all children are learning, and there will be times when they get it wrong. We take any report of bullying and cruel behaviour seriously and listen to all children involved to establish what happened or is happening. In keeping with our partnership approach, parents are involved where appropriate. The information on Restorative Practice earlier in this booklet provides insight into the approach taken when things go wrong between children, and additional information further along in this booklet outlines some of the many proactive steps the Primary school takes to promote and build healthy and positive relationships.

Traffic Light system

Sometimes students have difficulty staying within the boundaries. In the Prep-Year 4 classes, a ‘traffic light’ system is used to reinforce the expectations and standards. All students’ names start on the green traffic light at the beginning of the day. If a warning is needed the student’s name moves to the orange traffic light. If they have not heeded the warning, their name moves to red. This indicates the student needs to be withdrawn from the class setting, and moved to the ‘thinking spot’. The student works through the Restorative questions, reflecting on their behaviour and seeing what needs to change in order for effective learning to take place for all students.

Supporting Positive Play in the Primary school

We have a 30 minute morning recess and 50 minute lunch play time. Children can play on the oval, in the MECS Creation Garden, asphalt area for down ball and the amphitheatre, or seek quieter areas where there are picnic tables for card games, drawing or imaginative play.

Two yard duty teachers supervise play times and are easily identifiable by their fluoro jackets. The Primary oval is timetabled to ensure the best and safest play for all children. Preps-Year 2 have the oval at recess and Years 3-6 have it at lunchtime. In winter students can play football and soccer; summer is for cricket and soccer. At lunchtime we open up our Play Pod for imaginative and creative play. The Play Pod is stocked with everyday items such as tyres, rubber stripping, steering wheels, fabric etc. Students create their own make-believe games with all these spare part play items. The Play Pod is located on the edge of the Creation Garden and students can play in the garden or on the asphalt area.

Quiet Play Room

For some children, the lunchtime break can be too long and/ or challenging. The Quiet Play Room (QPR) is supervised inside play and has a range of games, toys and technology (iPods, iPad and computers). A Learning Assistant encourages students to learn to play positively by sharing, listening to each other and having fun.

Active Games/Lego club/Indoor games/Drumming

Active Games is a fun way for students to be supported to learn the skills of sharing, following the rules of a game and to move and use up energy. A trained facilitator runs the group twice per week for half of lunchtime. Students play games such as down ball, indoor cricket and other ball and movement games. There are also a number of clubs and alternatives to the outside playground during the long lunch break such as the Craft Club and indoor Lego /games/ building groups for each level. The drumming group meets once per week to enjoy a session of drumming together. A teacher or Learning Assistant facilitates these groups. Sometimes students are directed to join these groups, following consultation with the parents.

GTs (Get Togethers)

The Primary school gathers together fortnightly for our ‘GT’ (Get Together) where we explore and celebrate learning and build community. Classes take turns to run each one, and parents are most welcome to attend. Classes love to showcase their learning and creatively deliver the important messages of our key themes and ideas.
Positive well-being Programs / Circle Time / Social Programs

Students are learning to work together as part of a community. We acknowledge that getting along with others does not always come naturally - social skills need to be developed and children will learn these at different rates. We recognise the importance of intentional opportunities for students to learn positive interactive skills, and actively work at helping our students to eliminate bullying behaviours and to understand the damage bullying and negative behaviour can cause.

We run a number of programs that assist students to develop caring and positive relationships, and care for self and others, including Drama for Life, Kids with Courage, Empowering Girls and Positive Boys, Circle Times and the ‘You can Do it’ program.

Circle Time

Classes have a fortnightly Circle Time to both develop a sense of belonging, and to allow students to share and develop the skills of emotional understanding and resilience required for dealing with the diverse personalities and situations that occur at school.

Drama for Life

Drama for Life takes place weekly for students who are nominated to the program by their parents, teachers or the Educational Support team. The purpose is to develop social skills, positive interactions and build relationships. A trained facilitator comes to MECS to work with small groups of students on every day issues of building friendships, resolving conflict and appropriate social interactions in games, class and at home. This is a highly effective program.

Kids with Courage

Our Year 4 students participate in the ‘Kids with Courage’ program, which focuses on what it means to be a child of God made in His image. Children are able to hand over to God the hard stuff and the sad stuff, ask and seek forgiveness and wholeness, and let go of un-forgiveness toward others. We learn practical ways to deal with everyday situations where anger, fear, anxiety and pain are evident. We share our worries and learn how our loving God wants to walk with us and not have us live in fear. We have some very moving moments during our time together, including sharing the journey of grief, from the loss of grandparents and friends, to the loss of loved pets. Students learn about boundaries and keeping safe because not everyone they encounter is trustworthy and as they move toward independence they need to know practical ways to manage and be safe. ‘Kids with Courage’ is a program developed by Lifekeys.

The program is intentionally run during Year 4 in preparation for the students to move to the increased independence of Senior Primary.

Positive Boys

The Year 6 boys participate in our ‘Positive Boys’ program. The aim of the program is to enable the boys to work together in positive ways, recognising that each boy is unique and has different skills and abilities. Through the program we help the boys interact with each other in a positive and encouraging way, as they recognise and value the different skills and ideas that each person brings to the group. We aim to encourage the boys to feel more positive about their own abilities and gifts that God has given them and to nurture and encourage growth in these areas. The program kicks off with a day of challenges and activities at the Oasis camp designed to develop teamwork and encouragement skills that will be able to be used for the next component of the program: building Billy carts. The boys spend time in small groups building and painting Billy carts and then towards the end of term, race them.

Another component of the program is ‘Blokes’ Night’ – dads (or other significant male) are invited to come along and spend the night with their young men, hearing from the students the things that they have enjoyed throughout the program, what they have learnt and all about the big race. The ‘blokes’ have a BBQ dinner together and play some games, (boys against dads), then auction off the Billy carts for charity.

Empowering Girls

Year 6 girls participate in the Empowering Girls program which focuses on helping them build skills and understanding to navigate social interactions. We explore things such as cliques, understanding how we communicate with each other and breaking down power situations. The program begins with a Mother information night. We then have five sessions with the girls, looking at topics such as how to deal with conflict, friendships and popularity. The program concludes with a special Mother and Daughter evening, where mothers and daughters affirm each other and celebrate being a girl.

You Can Do It

‘You Can Do It’ - our social skills program - is based on the knowledge that what fundamentally determines how children achieve and adjust is the ‘mind-set’ they bring with them to life’s experiences. The program seeks to incorporate social, emotional and achievement outcomes covering the topics of confidence, persistence, resilience, organisation and getting along. Every class participates in one 40 minute lesson of social skills per week.

VIPs

Each class chooses a weekly ‘VIP’. VIPs are celebrated during the week, prayed for at the GT and get to have...
Primary School Curriculum Program

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<th>PRIMARY SCHOOL</th>
<th>SECTION</th>
<th>CYCLE</th>
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<td>Prep</td>
<td>Annual</td>
<td>Summer</td>
<td>God made all things and God made me</td>
<td>God gives us people who help us</td>
<td>Marvellous Materials</td>
<td>New Beginnings</td>
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<td>Junior Primary</td>
<td>Even Year- A</td>
<td>Odd Year - B</td>
<td>Minibeasts</td>
<td>What’s outside my Window? Earth and Sky (2014)</td>
<td>Winter</td>
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<td>Middle Primary</td>
<td>Even Year- A</td>
<td>Odd Year - B</td>
<td>Early Australia: First Fleet Australian Explorers</td>
<td>Australia: Our Country Places, People, Animals, flora and fauna</td>
<td>Light</td>
<td>Plants</td>
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<td>Senior Primary</td>
<td>Even Year- A</td>
<td>Odd Year - B</td>
<td>This Land is Ours (Aboriginal Australia)</td>
<td>This Land is Ours (Colonisation and the Gold Rush, Federation)</td>
<td>Space</td>
<td>Year 5: Antarctica</td>
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morning tea with the Principal on Friday at recess. Each class determines how VIPs are celebrated, and what special privileges apply.

Learning/ Curriculum

Overview

Primary students participate in intentionally designed rich learning experiences to lead them to a greater understanding of God’s creation. Students are challenged and encouraged to be active in their thinking and not passive receivers of information and knowledge. We recognise that learning is for understanding and responsive discipleship.

The Australian Curriculum (AusVELS) is used to ensure we meet all benchmark requirements; the MECS school-based curriculum ensures students receive this from a biblical perspective.

Literacy and Numeracy are fundamental in the Primary school. Students learn to read and write in the daily literacy block which follows the Daily Five/Café model of reading and writing (see next page for more detail). MECS Primary uses the LEM Phonics program to provide solid foundation to effective phonetic knowledge for reading and spelling. Learning Assistants provide support to many individuals and classes, both within the class and sometimes in a small group or one on one setting. Each class level has a one-hour numeracy block four times per week. Numeracy is a rich and active learning time. Students are grouped according to needs and for various learning purposes as deemed necessary by the teacher.

Core Studies (CS)

CS is an opportunity to explore, create, ask questions and investigate the world around us. A big question guides each unit, for example the question ‘What is community?’ guides the Prep unit ‘God gives us people who help us’.

The question leads toward greater understandings. We focus on what the students will understand from their studies rather than just skills and knowledge, aiming for deeper thinking rather than just facts and information to be absorbed. Head, heart and hand are particularly important during Core Studies.

There are also some underlying questions for all CS units, for example: What is God’s intended purpose for this part of His creation? How does God want us, and all of mankind, to live in relation to this particular part of His Creation? What task has He given us? How have we fulfilled that task? What has been the effect of our sinfulness? How can we love God and please Him in the way in which we live?

These questions guide the development of our curriculum and learning experiences and enable us to apply our beliefs and philosophy.

Literacy

MECS Primary uses the Daily Five and Café literacy structure. This program teaches independence and gives children the skills needed to create a lifetime love of reading and writing. Daily Five begins halfway through Prep and
continues for the rest of the Primary years.

**Daily Five stands for**
- Read to self
- Work on writing
- Word work
- Listen to reading
- Read to someone

In each literacy block, the five tasks are introduced individually and the class discusses what it looks like, sounds like and feels like to engage in the task independently. The students then work on building their stamina until they are successful at being independent whilst doing that task. When all five tasks have been introduced and the children are fully engaged in reading and writing activities, the teacher works with small strategy focused groups and/or confers with students one on one at their point of need and helps them set individual goals.

The CAFE Menu helps students understand and master different strategies used by successful readers, standing for Comprehension, Accuracy, Fluency and Expanding Vocabulary. The system includes individual goal-setting, posting of goals on a whole-class board, developing small group instruction based on groups of students with similar goals, and targeting whole-class instruction based on emerging student needs. Specific teaching into each of these areas helps students grow in their reading and writing. Teachers also work with students on behaviour that supports good reading habits. These include:
- Get started right away
- Stay in one place
- Work quietly
- Read the whole time
- Increase stamina
- Select and read ‘Good Fit’ books

The Café system is highly effective because students get to do the real ‘nuts and bolts’ of learning how to read and write by reading and writing for sustained periods of time with explicit and targeted instruction. We are seeing our students make positive gains in their learning and develop real stamina and perseverance as they work at their own level. You can find out more information about the Daily 5 and Café program at [www.thedailycafe.com](http://www.thedailycafe.com)

**LEM Phonics**

LEM Phonics (Light Education Ministries Phonics) provides a clear, systematic and explicit phonics program for students in the early years of their schooling. Students learn all the sounds that each letter makes. There are 44 sounds in the English language but only 26 letters; of the 44 phonemes (sounds) there are 20 vowel sounds and 24 consonant sounds.

Students learn all the various sounds that our letter combinations make through this systematic program, providing a basis for the teaching of spelling and providing the support to decode (work out) unknown words by sounding out the words more effectively. As students

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**Behaviors That Support Reading**
- Get started right away
- Stay in one spot
- Work quietly
- Read the whole time
- Increase stamina
- Select and read good-fit books
and caring Learning Assistants, who are assigned to various areas for students who show gifting. These groups vary depending on needs and abilities.

Extension programs are offered on a range of subjects and Recovery', literacy support and intervention groups. Work and/or individual assistance and includes 'Reading worktime'.

MECS Primary recognises that all students are unique individuals and as such should be given every opportunity to be honoured as learners. The Education Support team assist students to reach their potential through extra assistance or extension. Extra assistance occurs in both targeted group work and/or individual assistance and includes 'Reading Recovery', literacy support and intervention groups. Extension programs are offered on a range of subjects and areas for students who show gifting. These groups vary depending on needs and abilities.

Education Support also oversees our group of wonderful and caring Learning Assistants, who are assigned to various

Spelling
Students engage with a range of spelling activities in order to become competent spellers, with emphasis on effective strategies to work out spelling and to check for spelling accuracy. As students progress through the Primary school they learn High Frequency words, words based on sound lists (LEM Phonic) and finally in the Senior Primary years they concentrate on rules, accuracy and strategies. ICT programs are used to support spelling as is reinforcement through homework.

Numeracy
God has created the world with beauty and order. Numeracy gives us the opportunity to explore the wonders of numbers and of the amazing sense of order within the universe. Students are exposed to a wide range of teaching and learning in this rich and active learning time. Exploration, discovery and open-ended problem solving are valued alongside the systematic teaching of skills and concepts. Much opportunity is given to apply learnt skills in a range of hands on activities and real life situations. Numeracy teaching and learning is in line with the Australian Curriculum and the AusVELS provides a ready reference and continuum for teaching staff. Students work in their class the majority of the time and are grouped according to needs and for various learning purposes as deemed necessary. Assessment is used to inform groupings and to ensure all students are working at their own level and pace.

Indonesian
MECS is excited about our Indonesian Program. Primary students engage with the Indonesian language and culture through songs, story telling, role-playing and games. Students learn through hands-on engagement with authentic materials and cultural artefacts, including shadow puppets and batik-fabric making. Student curiosity shapes part of the curriculum, allowing students to explore areas of interest to them in Indonesia, including traditional dance, sports and Indonesian animals. We believe it is valuable for our students to learn about our close neighbours and how to be welcoming, empathetic and hospitable to those of different cultures and languages. Language learning not only supports students in their literacy skills, it encourages students to engage with other cultures with curiosity, confidence and respect.

Education Support/Extension
MECS Primary recognises that all students are unique individuals and as such should be given every opportunity to be honoured as learners. The Education Support team assist students to reach their potential through extra assistance or extension. Extra assistance occurs in both targeted group work and/or individual assistance and includes ‘Reading Recovery’, literacy support and intervention groups. Extension programs are offered on a range of subjects and areas for students who show gifting. These groups vary depending on needs and abilities.

Students for a range of needs. Education Support organises and manages funding for individual students who have specific needs and diagnosis, as well as offering speech therapy through our visiting speech pathologist and, psychological assessments and counselling through the visiting psychologist. Parents are kept informed of the goals and achievements of their child through Parent Support Group meetings which happen biannually for funded students.

ICT
ICT is used to enhance student learning, with many of the primary programs incorporating the use of ICT. Each class has an Interactive whiteboard (IWB) and access to computers (laptops or hubs). The IWB is used daily to enhance the learning of each class, and students in Prep-Year 2 have access to a class set of iPads. All students in Prep-Year 4 have access to the Reading Eggs program and Years 1-6 have access to Mathletics.

Assessment
We have many ways to assess student understanding including observations, analysis of student work, informal assessment and formal testing. There is no competitive assessment. MECS teachers follow an extensive assessment schedule to inform teaching and create meaningful learning opportunities, as well as to summarise each student’s progress in relation to themselves and the standards. Extensive records are kept of student development. Formal reporting occurs to parents four times per year at the end of each term: two parent/teacher interview sessions (end of Terms 1 and 3) and two written reports (end of Terms 2 and 4). Students in Years 3 and 5 take part in the Australian NAPLAN testing.

Scripture
Each class in Prep-Year 4 has a scripture lesson once per week. Senior Primary (SP) scripture lessons take place during ‘Hands On’ learning where each SP class has scripture for one term as part of this rotation.

Library
Each class has a Library borrowing session once per week. Teachers or librarians guide this session and assist students to make meaningful, ‘good fit’ borrowing choices. Librarians are also an integral part of developing Information Literacy capability for our students and they play a key role in the Core Studies units.

Specialist Subjects
MECS students are wonderfully created - each student made in God’s image, with a unique range of skills, abilities and gifts. These gifts are being unwrapped as the student discovers things about themselves and God’s world. This might be in art, music or PE and sport.
Each class has 2 periods of Physical Education per week. PE is a skill based program. Students are given opportunity to develop coordination, specific gross motor and coordination skills, health, fitness and group cooperation. PE is a developmental and systematic program delivered by our PE teacher. Topics such as ball skills, games skills, fitness, athletics, dance and movement and gymnastics are covered. Children are also prepared to participate in our Cross Country and Athletics Day. These events provide opportunity to meet together in our Tribal groups as a whole Primary school to race. Cross Country is held within the grounds of the school in Term 2 and Athletics is held at nearby Morrison Reserve Athletics track.

Tribal Sport - Years 3-6 have two periods of tribal sport per week. The students engage in a range of sporting games and activities including football, soccer, netball, basketball, T-ball, softball, ball games and orienteering.

In Term 1, Years 3-6 participate in a swimming program during their sport periods. This is facilitated by our local indoor pool and uses trained AusSwim teachers.

Students in Years 3-6 also have the opportunity to participate in interschool sporting activities such as Hooptime and interschool Athletics carnival.
All primary students have two periods of music per week, where they learn the fundamentals of music and performance. They enjoy learning recorder in Middle Primary and the basics of guitar, ukulele and keyboard in Senior Primary. Students who wish to pursue an instrument /voice can do so through private lessons, available during school hours.

Students also have the opportunity to participate in choir or band. These groups meet regularly and show-case their talents at GTs and special events during the year.

Once every 2 years the Primary school has a concert/production. Every student is involved in a song/dance and the Senior Primary students perform in the lead roles.

### Primary School Music

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Classes</th>
<th>Additional Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>2 Classes per Week</td>
<td>Instrumental Lesson (extra cost, taken in school time) Instrumental Solo Music Recital - 1 per year Choir - 1 per year, weekly lunchtime rehearsals Primary Performance - every second year</td>
</tr>
<tr>
<td>JP Years 1 &amp; 2</td>
<td>2 Classes per Week</td>
<td>Instrumental Lesson (extra cost, taken in school time) Instrumental Solo Music Recital - 1 per year August Choir Group - 1 per year, weekly lunchtime rehearsals Primary Performance - every second year</td>
</tr>
<tr>
<td>MP Years 3 &amp; 4</td>
<td>2 Classes per Week</td>
<td>Learn to play the Recorder Instrumental Lesson (extra cost, taken in school time) Instrumental Solo &amp; Ensemble Music Recital - 1 per year Choir Group - 1 per year, weekly lunchtime rehearsals Band Group - 1 per year, weekly lunchtime rehearsals Primary Performance - every second year</td>
</tr>
<tr>
<td>SP Years 5 &amp; 6</td>
<td>2 Classes per Week</td>
<td>Instrumental Lesson (extra cost, taken in school time) Solo Music Recital - 1 per year Choir Group - 1 per year, weekly lunchtime rehearsals Band Group - 1 per year, weekly lunchtime rehearsals Primary Performance - every second year</td>
</tr>
</tbody>
</table>

**Instruments Available:**
- Voice (classical or contemporary singing)
- Piano
- Keyboard
- Violin
- Viola
- Mandolin
- Ukulele
- Flute
- Guitar
- Bass Guitar
- Drums

30 min Private lesson $32 per lesson or 30 min Paired lesson $20 per student /per lesson

**Recommendation for Age Groups**
- Prep: violin & piano
- Years 1-4: drums, guitar, ukulele, violin & piano
- Years 5-12: flute, bass, mandolin, classical or contemporary singing, drums, guitar, ukulele, violin & piano

Parents: All instruments

We like to give students many opportunities to perform: Open Days, Assemblies, Dinners, Reunions, Visitors Days...
Camps in Primary

Our camping program is intentionally designed to expand and reinforce the curriculum learnt in the classroom. They are integral to the teaching and an essential part of the curriculum and are therefore compulsory for all students. No additional payment is required - all costs are included in the school fees.

Camps begin in Prep with the ‘Big Night Out’, Junior Primary has a two-day camp and Middle and Senior Primaries are away for three days.
PREP

Prep is an exciting time where the foundations for a positive attitude to learning and schooling are established. Our Prep program has a focus on forming relationships, managing school routines and creating a love and passion for learning.

The first semester has a focus on ensuring that children feel safe and happy in the school environment.

Sample Prep Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
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<th>Wed</th>
<th>Thurs</th>
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Investigations

Every Monday students enjoy Investigations where they playfully explore the topics, sounds and key ideas that will be introduced that week.

Wonderful Wednesdays in Terms 2-4, is a Literacy based morning where students deepen their love and understanding of literature and the world of books.

PMP

A Perceptual Motor Program aims to teach a child perceptions and understandings of him/herself and their world through movement and motor experiences. In simple language PMP is about developing our senses.

In everything we do, we look, listen and touch, then make a perceptual judgment which in turn dictates the way we react to what we’ve seen, heard and felt. When these perceptions are well developed, reactions will better match a given situation, which makes learning easier.

Numeracy

Numeracy in Prep is hands-on and fun! In line with children’s development, abstract mathematical thinking needs to be founded on many experiences with concrete materials.

Mathematics is much wider than just numbers. It encompasses shape, measurement, pattern, money and graphing, and requires concept development, problem solving and thinking skills such as sorting and classifying.

The PMP we run in Prep aims to give the child experiences in seeing, hearing, touching, making perceptual judgments and reacting through carefully sequenced activities. Children enjoy themselves while they are learning. You can see this when they go running, hopping, skipping, jumping, balancing, crawling, climbing, throwing, catching, bowling, sliding and eye tracking. These are all pre literacy and numeracy activities. We provide experiences on a variety of common and specially designed equipment that helps them to learn while they are having fun.

The Perceptual Motor Program occurs in Semester 1 (Terms 1 and 2) on Tuesdays and every second Monday. Parents are invited to support and assist with this program.

Core Studies

Prep units encourage wonder and joy at God’s world. A visit to Chesterfield Farm in the ‘Marvelous Materials’ unit is a highlight for children to see a working farm and to find out about products and produce. Children also have lots of opportunity at school to find out about the materials around them and where things come from.

The Preps also take a visit to the local shops to reinforce learning about our community and the network of people who help us. They explore what a visit to a hospital might involve when the ‘Hospital in the School’ comes to visit, and have a special night with their parents celebrating family and relationships.
In order to develop skills, mathematical thinking and strategies, children in Prep are involved in:

- Investigative play using maths equipment for example, scales, water play for volume, money, things to count and sort, and puzzles.
- Exploring the environment - finding patterns in the yard and colours in the garden; finding 3D shapes in the classroom; measuring things and exploring volume with water play.
- Singing and saying rhymes and oral counting - music and rhyme are powerful memory tools.
- Skills practice for example, writing numbers on whiteboards, saying the number of things they are shown, saying the double sum when two identical dice are rolled.
- Playing games requiring counting, adding, turn taking and problem solving such as ‘Guess the number’ with Numicon shapes hidden in a bag (my shape has 3 holes on one side and 4 on the other. It must be an odd number and it is….”)
- Modelling numbers and addition, subtraction and division problems with concrete materials.
- Making up “number stories” verbally and moving on to written problems.
- Creatively interacting with mathematical concepts for example, conducting a science experiment to see which ice block melts fastest to assist with the development of vocabulary for temperature measurement; making a collage picture with various shapes; making a 3D shape mobile; making ‘double bugs’ which have the same number of dots on both wings.
- Working co-operatively together - children sometimes work as a whole group, other times in small groups or with partners. Small groups allow teacher guided instruction at the children’s point of need.
- Completing worksheets where they are valuable to apply, practise or display what has been learned.
- Applying Numeracy learning to real life situations, for example, taking 10 cent pieces to the local shops to spend. Counting the proceeds of fundraising through our Core Studies topic.

We see young children as powerful learners who delight in the process of gaining knowledge and building on the wealth of learning they have already acquired since infancy in the home and in pre-school. We hold to the old saying:

I hear and I forget
I see and I remember
I do and I understand.

Buddies

Year 6 students become buddies to the Prep children. Every 2 or 3 weeks the children spend an hour together with their buddies, choosing to do one or two of a variety of activities. Lovely friendships are established between the older and younger students and it is delightful to see these relationships quietly and confidently growing. In Terms 1 and 2 Preps and their buddies meet more regularly than later in the year when our program is very busy, and the need is not so great.
Junior Primary

Sample JP Timetable

Junior Primary students are moving toward independence in both their learning and friendships/social skills. Students are continuing to consolidate fundamental literacy and numeracy skills as well as their ability to work with others. Considerable emphasis is given to ensuring that every student gets underway with reading, writing and numeracy skills.

JP Numeracy aims to develop independent learners through structured learning opportunities. There is a focus on the introduction and consolidation of foundational mathematical understandings through the Maths 5 program. Maths 5 involves Maths with Someone, Maths with Self, Maths Work, Paper Maths & Maths Technology (iPads & Mathletics). Teachers work with students individually or in small groups. The Maths 5 program gives every child the opportunity to work at their own level, recognising there is a wide range of ability levels and understandings in a Junior Primary class. Some children are ready to take on complex mathematical ideas and others need to consolidate foundational concepts. There is a focus on the use of materials and resources to develop understandings of place value and number processes. Teachers use a FAST board to make the learning focus clear.

FAST stands for:
- Fast Facts
- Accurate Answers
- Strategies, Skills & Script
- Thinking & Technology

Core Studies

The topics explored at this level reflect a growing awareness of others. Some wonderful connections are made as students see that the world is a rich and diverse place. The students spend time discovering ‘what’s outside my window’ as they explore Earth and sky, Minibeasts, Animals and Water. In the unit ‘Children of the World’ students are immersed in an exploration of the world’s languages and cultures and in particular, learn about our neighbors in Cambodia, Asia and Africa. Students participate in a special project to create books for Cambodian children and to support a sister school in Uganda.
Middle Primary

Sample MP Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>8:50</td>
<td>Assembly</td>
<td>Literacy</td>
<td>Music</td>
<td>Library Rotations</td>
<td>Literacy</td>
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<tr>
<td>9:00</td>
<td>Literacy</td>
<td>Literacy</td>
<td>Music</td>
<td>Library Rotations</td>
<td>Literacy</td>
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<tr>
<td>9:40</td>
<td>Assembly</td>
<td>Literacy</td>
<td>Numeracy</td>
<td>Numeracy</td>
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<td>10:20</td>
<td>RECESS</td>
<td>Literacy</td>
<td>PE</td>
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<td>Literal</td>
<td>Literacy</td>
<td>PE</td>
<td>Literature</td>
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<tr>
<td>12:10</td>
<td>Lunch</td>
<td>Literacy</td>
<td>Core Studies</td>
<td>Sport</td>
<td>Numeracy</td>
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<tr>
<td>1:50</td>
<td>Devotions</td>
<td>Literature</td>
<td>Core Studies</td>
<td>Sport</td>
<td>Social Skills</td>
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<tr>
<td>2:30-3:15</td>
<td>Literacy</td>
<td>Library</td>
<td>Studies</td>
<td>Literature</td>
<td>Social Skills</td>
</tr>
</tbody>
</table>

Middle Primary is a great place to be - a place of humour and fun where students are able to display their growing capabilities. MP children are well underway with their learning, and display independence in their abilities to read and write. They enjoy exploring their topics in depth and presenting their work in a range of ways.

There is a strong focus on peer mentoring and buddy learning in Middle Primary. In the numeracy program, student’s individual mathematical strengths are utilised to share the learning journey. At times students will find themselves being the teacher. There is an emphasis on developing and building confidence and genuine understanding. This is demonstrated when a student can not only answer questions but explain how they got the answer and how they worked out the problem.

Students work in their classes in a range of rotations of activities that utilise individual skill practise, paired games and maths technology.

These short rotations are interspersed with short teaching bursts by the teachers. This gives the teacher opportunity to work with focus groups or individuals on either consolidating or extending them.

Middle Primary Numeracy strives to celebrate a student’s progress, not their level of attainment.

Hands on learning and role plays help generate real life applications of maths such as them being shop owner, balancing income to expenses or designing maths games for older or younger students.

Assessment plays a key role in working out what a student knows and what they need to know and learn.

In Core Studies, during the ‘Explorers’ unit the students head off site for a wonderful bush experience. They build shelters and experience the hardship of an explorer’s life before returning to school to put up tents, create fires, cook damper and have a bush tea.

They investigate Australia and various cultural celebrations from around the world, and get out to explore the airport in the Flight unit.

Middle Primary is also a time of focus on social skills with the ‘Kids with Courage’ program in Year 4.
Senior Primary Taking the Lead

Sample SP Timetable

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<tbody>
<tr>
<td>9:00</td>
<td>GT Weekly</td>
<td>Literacy</td>
<td>Sound Waves Library</td>
<td>Literacy</td>
<td>Library Rotations</td>
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<td>PE</td>
<td>Literacy</td>
<td>Sound Waves Library</td>
<td>Literacy</td>
<td>Library Rotations</td>
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<td>Music</td>
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<td>Sound Waves Library</td>
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<tr>
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<td>Music</td>
<td>Literacy</td>
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<td>Care Studies</td>
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The Senior Primary students explore Japan, Antarctica, Space, Ancient times and Space, as well as an in-depth exploration of Australia and its history. They plan imaginary trips to Japan to attend various cultural events and landmarks; create a ‘Space expo’, dress up as an ancient times character and appear on ‘SP TV’. The curriculum is diverse, hands on and exciting!

For numeracy SP students are assessed and grouped according to their learning needs and their prior knowledge of a topic. Each term one of the foundation areas of addition/subtraction, multiplication, division and fractions is focussed on. Students are pre-tested and then grouped so that the teaching will be at their level and will give them the maximum benefit of targeted teaching for them to gain mastery over that area. Twice a week students meet in these groups. The groups are fluid and change depending on the student needs. During the other two weekly numeracy sessions, students remain with their class teacher and work on all other aspects of the numeracy curriculum, with links made to the focus topic wherever possible.

The Senior Primary teachers aim to cater for all abilities and learning styles. There is a strong focus on interactive materials, hands on learning, as well as getting outside and seeing Maths in action around the school property.

Our very own Primary school ‘superhero’ Captain Caring, is a Senior Primary creation and is played by a variety of Senior Primary students. ‘Captain Caring’ always makes an appearance at the Cross Country event and leads the way for the Prep’s race.

In Senior Primary at MECS, the students are encouraged to be role models and are given many opportunities to be just that.

Many of the Senior Primary students assist in the Primary school in various ways: a Task Force team, Caring team, Welcoming team and a leadership group called M.E.L.T (MECS Educational Leadership Team). These students are an integral part of planning and assisting the running of special events such as Grandparents and Special Friends Day and whole school assemblies and other special events and service opportunities.

Our Buddies program, which involves Year 6s and Preps, is always a highlight of the year for both the ‘big buddies’ and the ‘little buddies’. Year 5s have an opportunity to be buddies with the children in the Kindergarten.
**Hoodies**

Year 6 students have the opportunity to buy a class ‘Hoodie’ as a momento of their last year of Primary School. The Hoodies have all the Year 6 students’ and teachers’ names on the back. After the launch ‘Hoodie Party’ they are worn with pride around the school!

**Transition to Middle School**

During Term 4, Year 6s undertake a transition unit called ‘The Next Step’. We take a look back over their Primary years and introduce them to the Year 7 program, providing the opportunity to ask questions, discuss fears and expectations, and explore ways that they could deal with these in positive ways. The students meet the Year 7 teachers in a variety of formal and informal events, including a Middle School Information Evening for both parents and students. The unit culminates in a Graduation Ceremony, where the completion of the primary years are acknowledged and celebrated. Although at MECS the students physically only move ‘up the stairs’ to the Middle School, it is an extremely significant milestone to put the primary years behind and move into secondary school, and we commemorate this occasion with all the Year 6s and their families.

Senior Primary is the time when the students undertake the Empowering Girls and Positive Boys programs. We are very proud of our Senior Primaries in the way in which they take on the challenge to be leaders, from small to large-scale happenings, and continually seek and develop new ways in which we encourage and equip our students to ‘take the lead’.