





Stage 1 Meet the Teacher Night 2024

SOUTH COOGEE PUBLIC SCHOOL

Trish Fisher -Principal	Kate Owen - Deputy Principal
	

Executive Staff







Stage 1 Team



Stage 1 Team

Specialist Teachers

Alissa Turinui- PDHPE	Susy Leal - CAPA, History, Geography	Ifa Paea - Science	Kate Michaels - CAPA, History, Geography
			

Our Learning Support Team

The Learning Support Team aims to address the learning support needs of students through the facilitation of collaborative planning between teachers, support staff, parents, outside agencies and students.

Our Team:

School Learning Support Officers

School Learning Support Officers

Tamara Glushankova



Marie Le Gac



Sally Cook



Linda Morton



Shelley Wighton



Nick Horne






Leah Fisher



Keira Fisher



Office & Support Staff

Office & Support Staff			
SAM	SAO (M-Th)	SAO (W-F)	SAO (M, T, F)
Helen Murphy 	Jan Heavener 	Michelle Mullins 	Lia-May Adams 



Housekeeping Stage 1

Stationery and Classroom Donations

Uniform

Labelling and Lost Property

Morning Routine

Food – Crunch & Sip/Recess/Lunch

Sleep

Communication

- Skoolbag App – whole school information
- School Bytes – Permission Notes and Student Information
- Term Letter – Stage overview of each term
- Newsletter
- What's On

Appointments

Toilets

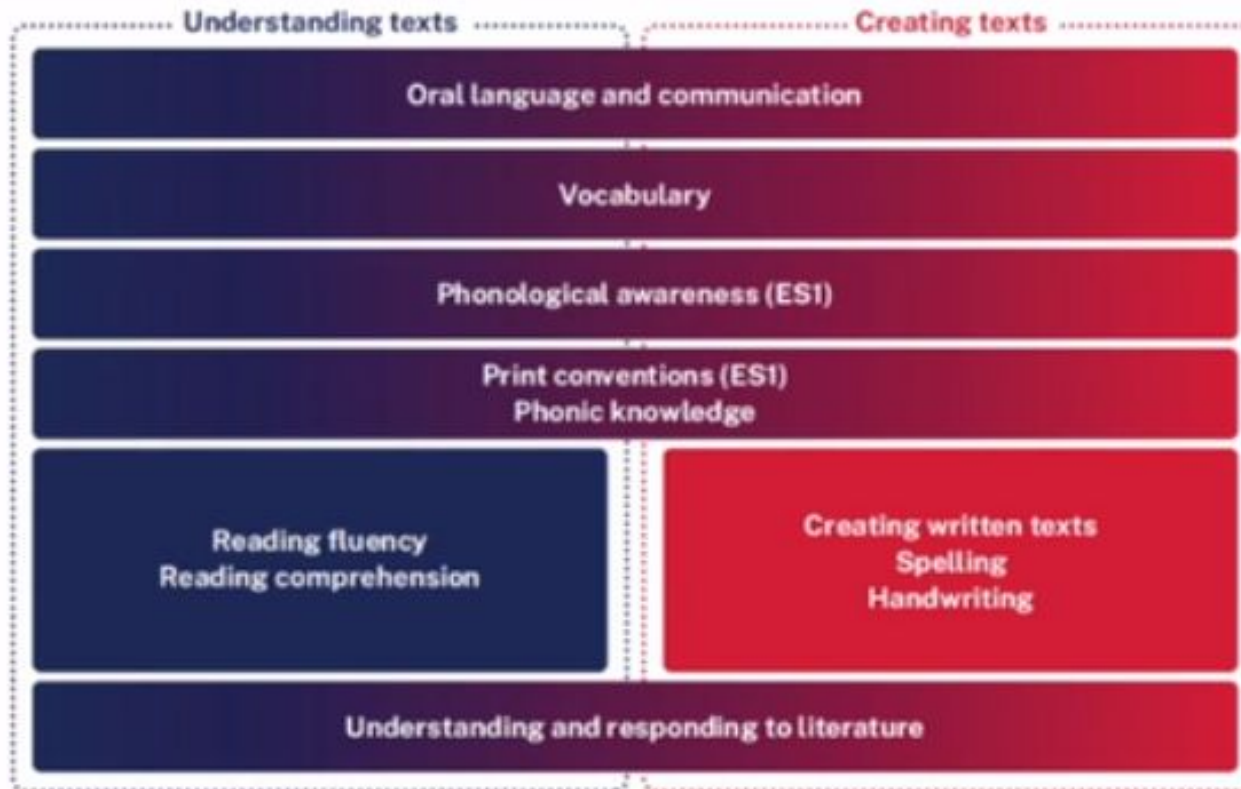
English

- ▶ Students are actively engaged in the development of skills through:
 - ▶ **Understanding Text**
 - ▶ **Creating Texts**
- ▶ The focus areas for each stage support students' growing knowledge and understanding in the areas of:
 - Oral language and communication
 - Vocabulary
 - Phonological awareness
 - Print conventions
 - Phonic knowledge
 - Reading fluency
 - Reading comprehension
 - Creating written texts
 - Spelling
 - Handwriting
 - Understanding and responding to literature
- ▶ The structure of the English syllabus has changed. All the outcomes for English K-2 fall under **Understanding texts** and **Creating texts**.



English K-2




Outcomes and content overview






English

▶ Spelling

- ▶ **Phonics Program** – based on the synthesising, or blending of phonemes (sounds) to make a word, enabling children to read and spell
- ▶ Spelling Pre-Test and Post-Test based on each unit
- ▶ **Weekly spelling lists:**
 - ▶ One phoneme focus (multiple graphemes)
 - ▶ /ee/ - 'e', 'ee', 'ea', 'y'
 - ▶ Camera words
 - ▶ Morphemic
 - ▶ Etymological (later in the year)

PHONOLOGICAL - sounds like 		CAMERA WORDS - looks like 	MORPHEMIC 
ar			Plurals -add -s
car	bath	said	dogs
bar	path	they	cats
bark	mask	once	frogs
cargo	flask	says	
arm	dark	today	
party	blast	goings	
Extension			
ear		Personal Word	
heart hearty			

PHONOLOGICAL - sounds like 				CAMERA WORDS - looks like 	MORPHEMIC - changing words 
/ear/					
ere		eer			Plural - add 's'
here	mere	peer	deer	people	trains
adhere	sere	veer	steers	live	cheers
severe	cohere	cheer	sheer	brother	veers
sphere	hemisphere	steering	cheer	sister	peers
Guinevere	sincere	career	pioneer	house	volunteers
adhere	interfere	reindeer	engineer	where	engineers
Extension					
				Personal Word	
cashmere	persevere	volunteer	atmosphere		

English

▶ Home Reading

- ▶ Reading Log Diaries – checked every Monday
- ▶ **Home readers should be easy** – home reading is for reinforcement
- ▶ Make a routine and try to make it enjoyable
- ▶ Read every day
- ▶ Ask questions after reading
- ▶ Sound out but also read on and come back
- ▶ Pause, prompt and acknowledge their efforts
- ▶ Every child is different – resist the urge to compare with others
- ▶ If you are having difficulty please contact the teacher

Ways to Take Action & Solve Words

Eagle Eye



Look at the picture.

Think "what is in the picture that starts with the beginning letter?"

Lips the Fish



Get your mouth ready!

Say the beginning sound.

Stretchy Snake



Slowly stretch each letter sound to make the word.

ship = sh | | p

Chunky Monkey



Break the word into chunks you already know.

mat

flat

spl at ter

Tryin' Lion



Try to re-read the sentence.

Think "what makes sense?"

Skippy Frog



Skip the tricky word.

Read to the end.

Go back & try it again.

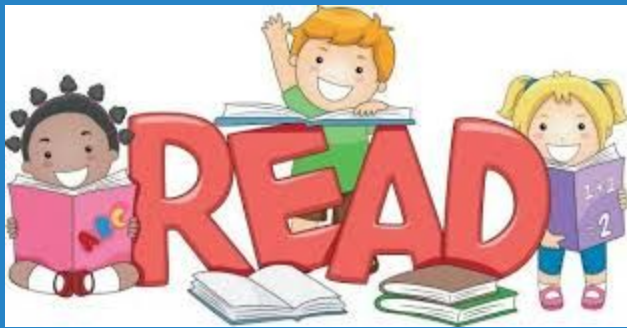
Flippy Dolphin



Flip the vowel sound.

Try the long & short sounds.

- ## ALWAYS
- Make Sense
 - Sound Right
 - Look Right



- Please read with your child every day and write in their log.
- Reading involves lots of different skills - word recognition (sight words), decoding using letter sounds (phonics), reading for meaning and understanding,
- Home reading books **SHOULD** be easy! The purpose is to reinforce reading practices and not to challenge. Please speak to me if you need any support.

READERS ARE LEADERS

Reading Communication
Week Beginning: ____ / ____ / ____

	Book Title	No. pages	Time (mins.)
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

Parent/Carer Signature: _____

WHAT DID YOU DO THIS WEEK?
Tick the ones you did this week

☐ sang a song ☐ tried something new ☐ laughed a lot
☐ wrote a story ☐ followed in ☐ visited relatives
☐ played a new game ☐ drew a picture ☐ played sport

BEING GRATEFUL
Draw or describe what went well that you were grateful for this week.

HOW DID YOU FEEL THIS WEEK?

☐ Happy ☐ Sad ☐ Angry ☐ Tired ☐ Bored ☐ Scared

THE BENEFITS OF READING BOOKS

„A book is like a garden carried in the pocket.”
(Chinese Proverb)

exercises your brain

i provides knowledge and information

books are a good topic of conversation

better writing skills

improves concentration and focus

great and free entertainment

develops creativity

reduces stress, puts you in a better mood

enriches the language and vocabulary

correlation
turtle dove
decadence
confused
Kathia
ambivalence
confabulation
hermeneutics
procrastination
misalliance

books are a window to the world

increases your ability to empathize with others

introduces to the unknown fantasy world

good for memory

books pose questions to stimulate further reflection

designed by: gosiarysuje.pl

Why Read at home?

STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year




SCORES IN THE 90TH PERCENTILE ON STANDARDIZED TESTS

STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year




SCORES IN THE 50TH PERCENTILE ON STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year




SCORES IN THE 10TH PERCENTILE ON STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

www.bettefetter.com

Mathematics

*The New K-2 Syllabus –
recognises the importance of
reasoning and strengthening
foundational mathematical skills.*



Programs

Focus on hands on
materials and open
ended activities

Working
Mathematically
outcomes are
embedded across all
content

All programs written
with differentiated
activities

Mathematics



Mathematics K-2 Outcomes and content overview

Working mathematically

Number
and algebra

Representing
whole
numbers

Combining
and separating
quantities

Forming
groups

Measurement
and space

Geometric
measure

2D spatial
structure

3D spatial
structure

Non-spatial
measure

Statistics
and probability

Data

Chance

Mathematics

► At Home

- Mathletics
- Play board games
- Counting games
- Cooking
- Shopping



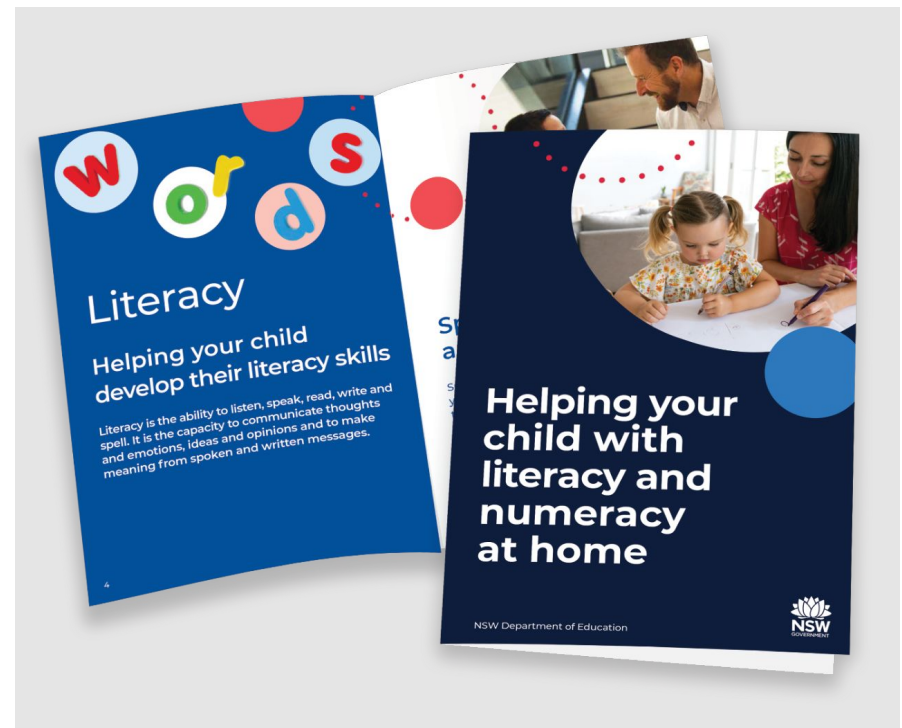
Differentiation and Reporting to Parents

- **EVERY CHILD LEARNS AT THEIR OWN PACE**
- Cater for a range of learning styles and abilities
- Differentiation is written in all English and Mathematics programs
- If we have any concerns, we will speak to you
- Parent assessment information is in the form of parent interviews and reports in Term 2 and 4.



Helping your child learn

These resources have been created for parents, carers and families of children in the early years of school. The activities support the important learning that happens at home. They are designed for you to have fun with your child and to help them have a great start at school.



Junior Choir and Junior Dance

- ▶ Junior Dance
- ▶ Junior Choir





Student Wellbeing

5 STAR AWARDS =



Handed to class teacher

BRONZE AWARD



Distributed at Stage Assembly

3 BRONZE AWARDS (Merit Award is equivalent to 1 Bronze Award) =



Handed to class teacher

SILVER AWARD



Distributed at Stage Assembly

3 SILVER AWARDS =



Handed to class teacher

GOLD AWARD



Distributed at Assembly

3 GOLD AWARDS =



Posted at Front Office

MEDALLION



Distributed at Stage Assembly

Student Wellbeing

- ▶ SCPS Student Wellbeing Policy

- ▶ Restorative Justice

- ▶ Seeks to restore when things go wrong and find a way to make them right
- ▶ Focuses on the positive and rebuilding relationships

- ▶ Peer Support

- ▶ Mental health, Friendships, Gratitude, Personality strengths

Restorative Questions 1

When Things Go Wrong

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Student Wellbeing

- ▶ Bullying
 - ▶ Anti-Bullying Program
 - ▶ Repeated actions
 - ▶ Refrain from calling it bullying if it is one-off or occasional incidents of being unkind
 - ▶ Talk to your child about what they can do and encourage them to speak to the teacher

IS IT BULLYING

TEASING Everyone is having fun No one is getting hurt Everyone is participating equally	CONFLICT No one is having fun There is a possible solution to the disagreement Equal balance of power
MEAN MOMENT Someone is being hurt on purpose Reaction to a strong feeling or emotion An isolated event (does not happen regularly)	BULLYING Attacked physically, socially, and/or emotionally Unequal balance of power Happens more than once over a period of time Someone is being hurt on purpose



Student Use of Digital Devices and Online Services Procedure

- ▶ All students are expected to read this
- ▶ All parents are expected to read this
- ▶ Please help us keep your child **SAFE, RESPECTFUL, & RESPONSIBLE**

**SOUTH COOGEE PUBLIC SCHOOL
ICT STUDENT AGREEMENT**

Students must read and sign the Student Use of Digital Devices and Online Services Procedure in the company of a parent or caregiver unless otherwise directed by the Principal.

I agree that I will abide by the school's ICT policy and that:

- I will **ONLY** use the NSW Department of Education's Wi-Fi network for learning.
- I will **ONLY** use my device during school activities at the direction of the teacher.
- I will not attach any school-owned equipment to my mobile device without the permission of the school.
- I will **ONLY** use my portal/internet log-in details and will never share them with others.
- I will stay safe by not giving my personal information to strangers.
- I will not hack or bypass any hardware and software security implemented by the NSW Department of Education or South Coogee Public School.
- I will not use my own device to knowingly search for, link to, access or send anything that is:
 - offensive
 - pornographic
 - threatening
 - abusive or
 - defamatory
 - considered to be bullying
- I will report inappropriate behaviour and inappropriate material to my teacher.
- I understand that my activity on the internet is recorded and that these records may be used in investigations, court proceedings or for other legal reasons.
- I acknowledge that South Coogee Public School cannot be held responsible for any damage to, or theft of my device.
- I have read the Student Use of Digital Devices and Online Services Procedure document and agree to comply with the requirements.

_____	in the presence of:	_____
Student name		Parent/caregiver name
_____		_____
Student signature		Parent/caregiver signature

Don't talk to strangers.

Only talk to people you know.

Avoid inappropriate stuff online.

Don't friend request people you don't know.

Change your passwords and keep them safe.

Protect your personal information.

Make sure your friends aren't exposed to rude or inappropriate content.

Don't do dodgy stuff online.

Don't click on online ads.

Don't download things that could contain viruses.

Use the school's filtered Wi-Fi.

Make sure your social accounts have private security.

Tell a teacher if you feel uncomfortable or unsafe online.

What does it look like to be **safe** with technology?

Tell someone if you're being bullied online.

Don't accept things that make you feel odd or upset.

If you see something weird on the web, tell someone.



Use devices wisely and do what you are told to do.

Don't illegally download things.

Follow the school rules.

Report anything that isn't appropriate.

Take accountability for what you do online.

Don't play games when you're not supposed to.

Make good choices with the technology you use.

Don't get distracted by what others are doing.

Only go on sites you've been asked to go on.

Don't access or share inappropriate content.

What does it look like to be **responsible** with technology?



Follow the rules about when you can use your phone at school.

Do the right thing without being asked.

Don't post something you wouldn't want your Grandma to see.

If you break something, own up to it.

Use devices properly.

If someone is being rude: block, report and tell an adult.

Don't share things that might offend people.

Stand up for other people if they're being cyberbullied.

Be nice to others.

Think about your actions. Could they make someone else angry or sad?

Help others to feel safe online.

Choose to be on the kind side of the web.

Don't be a cyber bully.

Use appropriate and respectful language.

Look after other people.

Don't post mean messages.

Be kind when communicating with others.

Don't use devices when your teacher is talking.

Don't distract other people in class.

What does it look like to be **respectful** with technology?

Don't be a troll.

Don't post pictures of other people without their consent.

Treat others the way you'd like to be treated.





AM A VISIBLE LEARNER



I LISTEN to others ideas and investigations about their learning.



I THINK about my learning and how I can improve.



I LOOK for feedback about my learning so I know what to practice.



I ASK questions about my learning and join in learning discussions.

Visible Learning – What does it mean for students?

Through implementing Visible Learning practices we aim for our students to be able to answer the following questions:

Where am I going?



Why am I learning this?



How am I going?



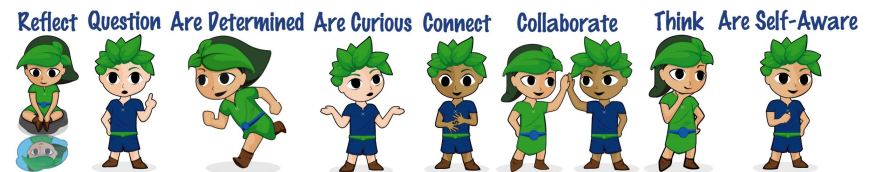
Where to next?



Learner Qualities

What are the qualities of an effective learner?

Effective Learners at South Coogee PS ...



▶ **CLASS LISTS**

- ▶ *Class Lists are a great tool for knowing who's in your child's class and the parent contact details are so handy for arranging play dates, parties or for when you are running late or need help urgently.*
- ▶ *<https://southcoogeepublicpandc.org.au/class-lists/>
Found on the South Coogee PS P and C website – Get Involved – Class Lists*
- ▶ *NB: There will be an allocated Class List representative. They will be the liaison between class parents and the teacher. Their role is to distribute to the other parents in your class only*

P&C

FREE SAUSAGE SIZZLE

THANK YOU TO OUR P & C!

SOUTH COOGEE PUBLIC SCHOOL

WELCOME BACK TO SCHOOL BBQ!

WEDNESDAY 21 FEBRUARY 3PM

SAUSAGE SIZZLE - FIRST IN BEST DRESSED
THEN
6PM LEARNING & SUPPORT TALK
&
P & C MEETING!

6.30PM NIBBLES & DRINKS, 7PM START
Come and make new friends or chat with old ones!



Any Questions?

THANK YOU FOR YOUR
ATTENDANCE THIS
AFTERNOON.