





# Stage 1 Meet the Teacher Night 2023

SOUTH COOGEE PUBLIC SCHOOL

Trish Fisher -Principal	Kate Owen - Deputy Principal
	

# Executive Staff



# Stage 1 Team

# Stage 1 Team

Marina Alexiou APCI/ AP



Michelle Monkhouse



Mark Tesoriero



Emma Ward



Marie Mojanovski








Andy Kallmeyer



Tracey Lewis



# Specialist Teachers

Allison Stewart - PDHPE	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:

Learning & Support Team			
Assistant Principal Learning & Support	Literacy/Numeracy (T& W)	School Counsellor (M,W, 2 <sup>nd</sup> F)	EAL/D (M-T)
Daniel Baker 	Sheridan Horne 	Julia Hopp 	Susie Cooke 

# 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
- Operoo – Permission Notes and Student Information
- Term Letter – Stage overview of each term
- Newsletter
- What's On

Appointments

Toilets

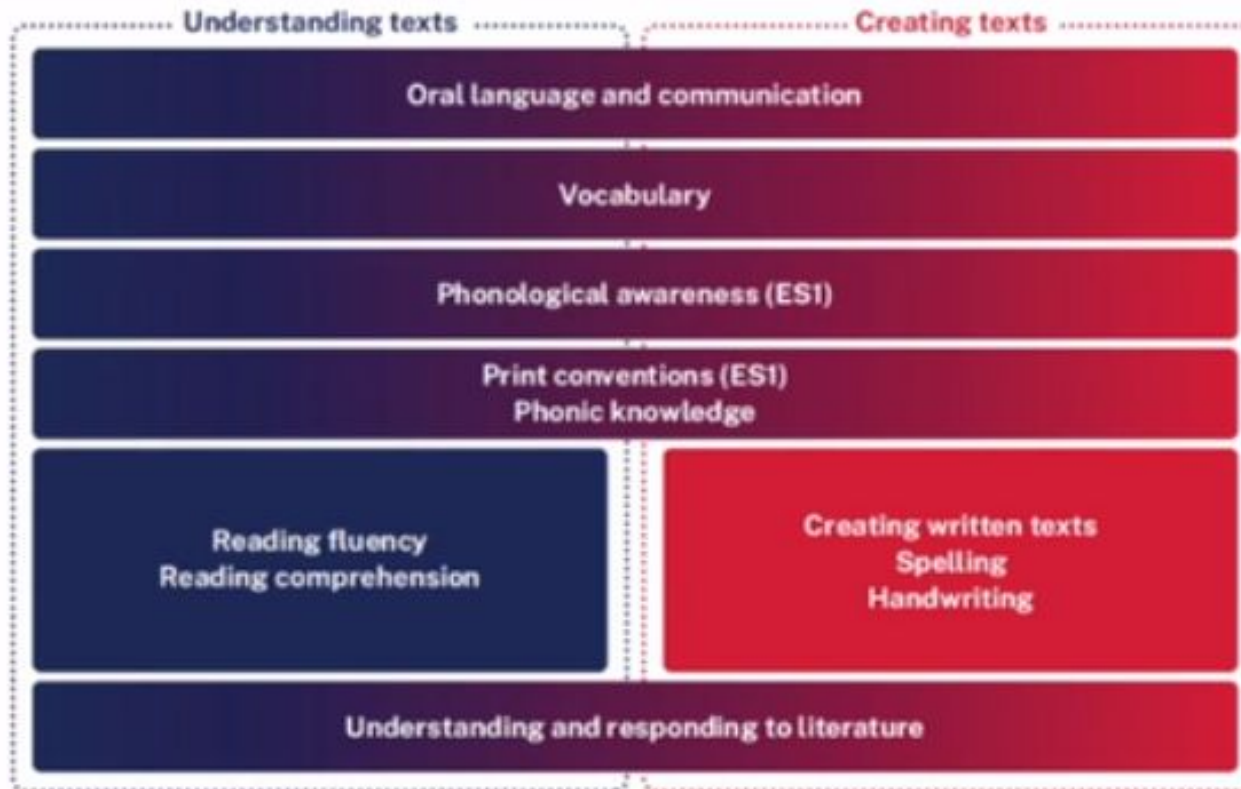
# English

- ▶ 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

- ▶ **Synthetic 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'
  - ▶ Same **Camera Words** for 3-5 weeks
  - ▶ Morphemic
  - ▶ Etymological (later in the year)

**PHONOLOGICAL**

– sounds like



s,m,c,t,g,p,a,o,r,l,d,b,f,h,i,u,v,w,y,z,j,n,k,e

**CAMERA WORDS**

– looks like

**MORPHEMIC**

– changing words

**Plural add -s**

win	man	bun	said	dogs
tram	slid	swam	they	cats
jump	bend	drip	once	frogs
			says	
			today	
			going	
<b>Extension</b>				
			<b>Personal Words</b>	
tramp	crisp			
blend	grasp			
stump	cramp			

# 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



A woman with dark hair tied back, wearing a red sleeveless top, is sitting on a green couch and reading a yellow book to a young girl. The girl, with blonde hair and a striped shirt, is looking at the book. The background features several educational posters: one on the left says 'HELP OTHERS.' with an illustration of two children at a table; another below it says 'WASS IS.'; and a large one on the right says 'NO IS!'. A small sign on the right says 'I C'.

# HOME READERS

## *A Parent's Guide*

# 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

reduces stress, puts you in a better mood

better writing skills

great and free entertainment

improves concentration and focus

enriches the language and vocabulary

correlation  
turtle dove  
decadence  
confused  
Kathia  
ambivalence  
confabulation  
hermeneutics  
procrastination  
misalliance

develops creativity

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](http://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.



# Junior Choir and Junior Dance

- ▶ Junior Dance
- ▶ Junior Choir







# Student Wellbeing

# 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

<b>TEASING</b> Everyone is having fun No one is getting hurt Everyone is participating equally	<b>CONFLICT</b> No one is having fun There is a possible solution to the disagreement Equal balance of power
<b>MEAN MOMENT</b> Someone is being hurt on purpose Reaction to a strong feeling or emotion An isolated event (does not happen regularly)	<b>BULLYING</b> 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?



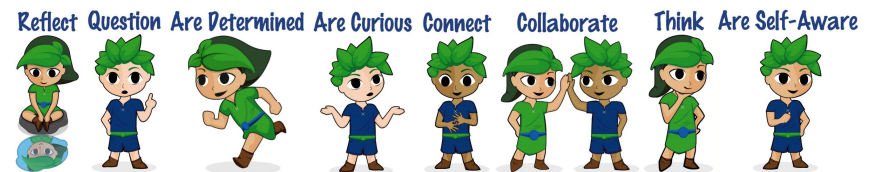
Where to next?



# Learner Qualities

What are the qualities of an effective learner?

Effective Learners at South Coogee PS ...



# P&C

## ▶ **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*





# Any Questions?

THANK YOU FOR YOUR  
ATTENDANCE THIS  
AFTERNOON.