
Welcome!

Stage 3 Meet the Teacher 2024







Acknowledgement of Country





I acknowledge the Traditional Custodians of the lands that we are meeting here today. I pay my respects to Elders past, present and emerging and celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands and waters of NSW.

I also acknowledge and pay my respects to our Aboriginal and Torres Strait Islander people joining us today.





Executive Staff

Trish Fisher -Principal	Kate Owen - Deputy Principal
	

Stage 3 Home Class Teachers

Alexandra Bishendon 5/6A	Rebecca Harris 5/6H	Roisin Woods 5/6R	Belinda Wills 5/6W
			

Stage 3 specialist teachers

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

Susie Cooke
EAL/D



Learning and Support Team

Daniel Baker - AP Learning Support

Jordan Loukas-Marr - School Counsellor

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)
<p>Helen Murphy</p> 	<p>Jan Heavener</p> 	<p>Michelle Mullins</p> 	<p>Lia-May Adams</p> 

Daily organisation and routines

- ▶ **Stationery**
- ▶ **Uniform**
- ▶ **Labelling and Lost Property**
- ▶ **Healthy eating and ample sleep**
- ▶ **Communication**
 - Audiri App
 - School Bytes – Permission Notes and Student Information
 - Term Letter
 - Newsletter
 - Responses to Emails
- ▶ **Appointments**

Stage 3 Important Dates

- ▶ **PSSA** – starts in week 3
- ▶ **SRE/SEE** – starts in week 3
- ▶ **Assembly**
 - Approximately every second week (commencing in term 2)
 - Friday 2-3pm in summer and 9-10am in winter
- ▶ **Parent-teacher interviews** - week 10
- ▶ **NAPLAN** (year 5 only) - weeks 7 and 8
- ▶ **Check in assessments** (year 6 only) - term 3, weeks 6 - 9
- ▶ **Stage 3 Great Aussie Bush Camp** - term 3 week 10- September 23-25
- ▶ **Stage 3 leadership positions** election process - term 4

Senior School

All students in years 5 and 6 attend Senior School and are leaders in our school. Senior School prepares students for high school and fosters **independence, accountability, respect, leadership**, and the opportunity to serve as **positive role models**.

Senior School students will have:

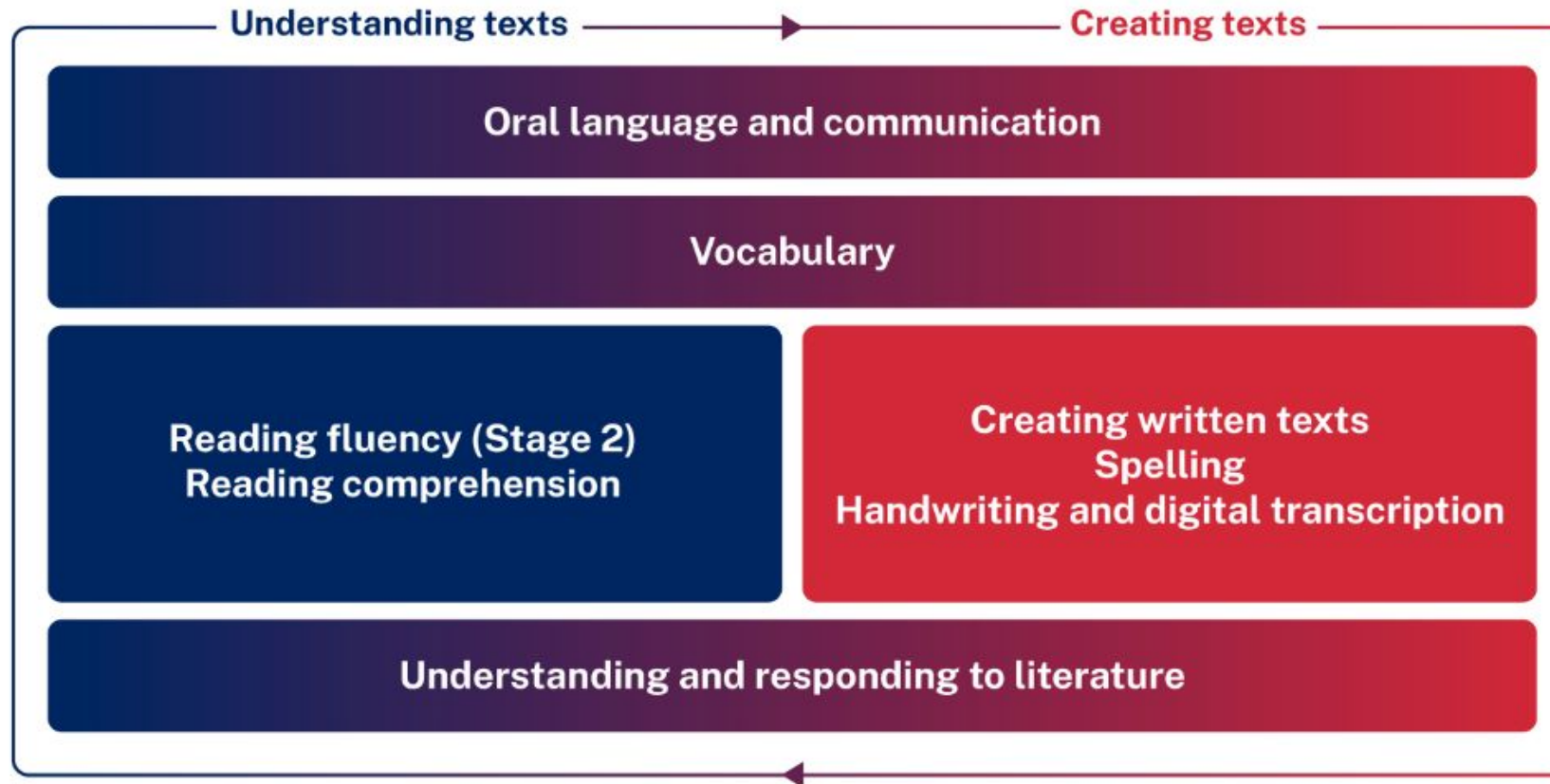
A home class and teacher	A maths class and teacher	Specialist teachers for history and geography PDHPE and science
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English

- **Aim:** to enable students to understand and use language effectively
- New English syllabus is being implemented in years 3 - 10 this year
- Syllabus is Evidence-based
- Identifies skills needed to develop competence in oral language, reading and writing.
- builds on the foundational skills developed in the earlier years



English 3-6

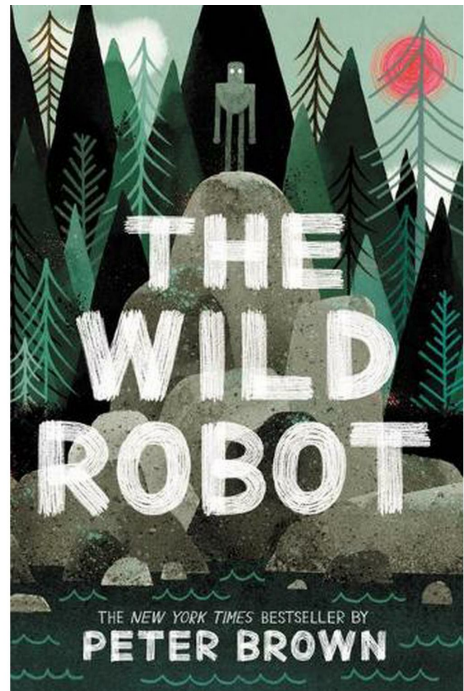


How we are teaching English

Component A Foundational Literacy Skills	Component B Conceptual Understandings of English
Vocabulary Reading comprehension Creating written texts (Grammar & Punctuation) Spelling Handwriting and digital transcription	Oral language and communication Vocabulary Reading comprehension Creating written texts Understanding and responding to literature
Skills and knowledge built through regular, systematic and repeated practice.	Exemplifies the importance of learning about and enjoying literature through the study of quality texts.

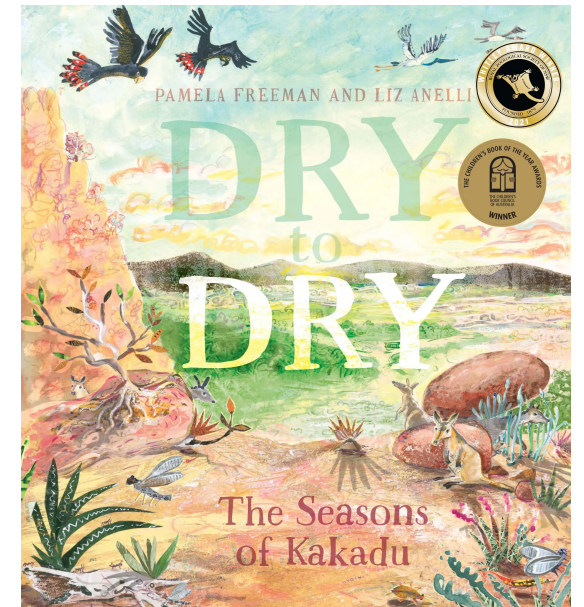
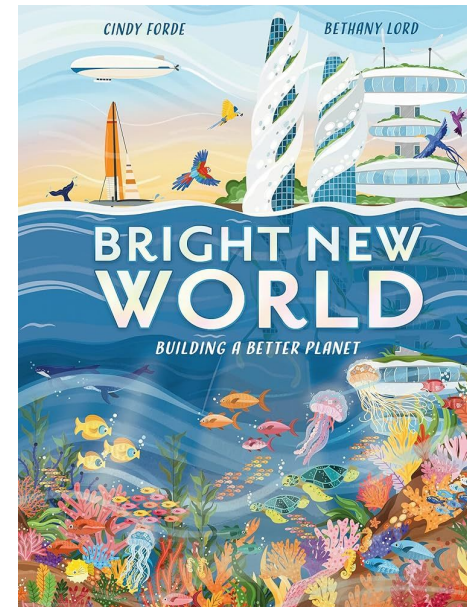
English Units

Unit 1 - weeks 2 - 6



Concepts: narrative and characterisation

Unit 2 - weeks 7 - 11



Concept: genre

Mathematics

- **Aim:** to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively.
- New Mathematics syllabus is being implemented in years 3 - 10 this year
- Syllabus is Evidence-based
- Explicit focus on '**working mathematically**' and **connections between mathematical concepts**
- Students work mathematically by *communicating reasoning, understanding and fluency, and engaging in problem solving.*



Mathematics

3–6

Working mathematically through communicating reasoning, understanding and fluency, and problem solving

Number and algebra	Stage 2	Representing numbers using place value	Additive relations	Multiplicative relations	Partitioned fractions
	Stage 3	Represents numbers	Additive relations	Multiplicative relations	Representing quantity fractions
Measurement and space	Stages 2 and 3	Geometric measure	2D spatial structure	3D spatial structure	Non-spatial measure
Statistics and probability	Stages 2 and 3	Data			
		Chance			

How we are teaching maths

Number Talk and Number sense routines	<ul style="list-style-type: none">○ Communication of mathematical thinking and reasoning○ Develop students computation fluency ((using accurate, efficient and flexible strategies)
Core Lesson	<ul style="list-style-type: none">○ Rich / challenging tasks○ Explicit teaching○ Working mathematically is a focus with many opportunities for communication○ Mathematical tools, models and representations○ Productive struggle○ Differentiated - enable and extend
Meaningful Practice and small group instruction	<ul style="list-style-type: none">○ Teachers work with small groups of students to target student learning needs.

This Term's Big Ideas in maths

- The number system extends infinitely to very large and very small numbers
- Addition and subtraction problems can be solved using a variety of strategies
- What needs to be measured determines the unit of measurement
- Fractions represent multiple ideas and can be represented in different ways
- Questions can be asked and answered by collecting and interpreting data

Homework

Fortnightly – Handed out Monday and returned the second Thursday to classroom teachers.

Activities:

- Maths Online- login details to come
- Clarifying Vocabulary
- Reading- at least 15 minutes every night
- Wellbeing- found in diary
- Passion Projects- at least one activity per fortnight.

The homework grid will be sent home in homework books as well as uploaded to Google Classroom.

Please encourage your child to take part in the Premier's Reading Challenge

Homework

Stage 3 Homework Term 1 2024

Complete these tasks every fortnight.			
<u>Maths</u> Complete the Maths Online tasks set by your teacher.	<u>Reading</u> Read at least 15 minutes each night. Log your reading in your diary.	<u>Clarifying</u> In the book you are reading at home, locate 5 words that you do not know and find their meaning.	<u>Wellbeing</u> Complete one or more wellbeing activities in your diary.
<u>Passion Projects:</u> Choose a topic that you are interested in (a sport, dancing, art, space, the world, video games, technology etc.) and complete one of the following activities every fortnight. You can choose more than one activity from each box depending on your interests and goals.			
<u>I Like Using Words</u> <ul style="list-style-type: none">• Write a narrative which includes your topic.• Create a news report (video or audio) about your topic.• Create a poster advertising an exhibition showcasing your topic.	<u>I Like Working With Numbers</u> <ul style="list-style-type: none">• Plan an imaginary trip that involves your topic. Include all costs (travel, food, events).• Start a business that teaches people about your topic. How much will classes cost? How much money can you make?	<u>I Like Moving Around</u> <ul style="list-style-type: none">• Create a mime or dance using your topic as inspiration.• Film yourself re-enacting actions relevant to your topic.• Design and build a model of a suitable workspace to learn about your topic.	<u>I Like Looking at Pictures</u> <ul style="list-style-type: none">• Paint a scene showcasing your topic.• Create a map of a space significant to your topic.• Take a photograph of something relevant to your topic. Explain why you have taken the photo.
<u>I Like Music</u> <ul style="list-style-type: none">• Create a song/music piece that represents your chosen topic.• Record some sounds that are specific to your chosen topic and explain what they are.• Perform a dance routine relevant to your topic.	<u>I Like the Outdoors</u> <ul style="list-style-type: none">• Catalogue some natural objects that can be found when exploring your topic.• Take photographs of how you could investigate your topic outdoors.• Create a visual diary of your interaction with nature and your topic.	<u>I Like Working With Others</u> <ul style="list-style-type: none">• Work with a friend to complete one of the other tasks (high expectations).• Teach a younger sibling, friend, or family member about your topic. Record their learning.• Interview someone involved in your topic (written, filmed, audio).	<u>I Like Working By Myself</u> <ul style="list-style-type: none">• Write a short autobiography of how you became interested in your topic.• Keep a journal about your process of investigation into your topic.• Create a story (written, visual, audio) involving yourself and your topic.



Google Classroom



- ▶ Each class will have a Google Classroom set up for their home class.
- ▶ Students will be able connect through a unique code.
- ▶ A copy of homework sheets will be posted on the google classroom each fortnight.

NAPLAN (Year 5) 2024

- **NAPLAN:** Wednesday 13th of March – Monday 25th March (Online Test)
- Students will use Chromebooks to complete the tests.
- Results are sent to parents and schools in Term 3.
- There are four areas to be tested:
 - Language Conventions
 - Writing
 - Reading
 - Numeracy

Stage 3 Camp – Great Aussie Bush Camp

- In Term 3 and will be two nights, 3 days.
- All Stage 3 students are encouraged to attend.
- Information for camp will be sent out closer to the date.
- 23rd-25th September 2024



Student Wellbeing



5 STAR AWARDS =

Handed to class teacher

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

Handed to class teacher

3 SILVER AWARDS =

Handed to class teacher

3 GOLD AWARDS =

Posted at Front Office

BRONZE AWARD

Distributed at Stage Assembly

SILVER AWARD

Distributed at Stage Assembly

GOLD AWARD

Distributed at Assembly

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

Restorative Questions I	
<i>When Things Go Wrong</i>	
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?

Visible Learning – What does it mean for learners?

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

Where am I going?



Why am I learning this?



How am I going?



Where to next?

FEEDBACK

Learner Qualities

What are the qualities of an effective learner?

Effective Learners at South Coogee PS ...

Reflect Question Are Determined Are Curious Connect Collaborate Think Are Self-Aware



TECHNOLOGY



Digital Citizenship

- Review digital responsibility each term through analysis of Student Responsibility documents
- Content for the year is planned and will provide regular opportunities for students to learn about digital safety
- Please ensure you are in regular discussion with your child about their online profile
- **Reminder- facebook, twitter, instagram all have age restrictions and open children up to situations that they may not be mature enough to handle.**



Student Use of Digital Devices & Online Procedures

SOUTH COOGEE PUBLIC SCHOOL ICT STUDENT AGREEMENT

□ All students are expected to read and sign the SCPS agreement

□ All parents are expected to read and sign the school agreement

● Please help us keep your child **SAFE, RESPECTFUL & RESPONSIBLE**

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

Mobile Phone /Smart watches Policy

- ❑ Use of personal digital devices during school time is not allowed – this includes mobile phones, laptops, tablets and smartwatches.
- ❑ Students must sign the 'Appropriate Use of Mobile Phones at School Agreement' before bringing a phone to school.
- ❑ Mobile phones/smart watches must be signed in and out at the office everyday. They must not be used on school grounds.
- ❑ Students are not allowed to take their phones/smart watches to school excursions or camps.
- ❑ If you need to contact your child during school hours, you must call the school office.



Digital devices are everyone's responsibility



Schools

- promote safe use for learning
- develop a procedure for use
- be clear about the rules
- manage exceptions locally to support the wellbeing of students
- be clear about requirements (such as BYOD)



Students

- use devices responsibly and safely
- treat devices with care
- tell someone if something makes me feel uncomfortable
- treat people online with the same respect as in person



Parents

- model appropriate use
- support the school policy and work in partnership with the school
- be responsible for student device use at home



Everyone

- report inappropriate behaviour
- model good behaviour around use
- be respectful online
- follow the agreed policy, procedures



Department

- provides support materials and professional learning
- communicates advice regarding student use
- supports a safe, secure online experience
- provides digital infrastructure and equipment

Helping your Child Achieve their Best in Senior School (Stage 3)

- Maintain contact with class teachers: notes & email, attend interviews
- Stay in touch with important dates (Audiri, website, newsletters)
- Promote regular attendance
- Positive attitude towards learning, especially in maths - growth mindset
- Help maintain a balance: school, sport, social & cultural activities
- Begin to develop independence: establish routines for organising equipment needed each day
- Discuss future plans & goals for improvement



Why attendance matters

When your child misses school they miss important opportunities to...



Learn



Make friends



Build skills through fun

education.nsw.gov.au



Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just... they miss weeks per year and years over their school life

1 day per fortnight
 = **4** weeks  = Over **1** year missed

1 day per week
 = **8** weeks  = Over **2.5** years missed

education.nsw.gov.au

Minutes lost = days lost per year

A couple of minutes here and there doesn't seem like much, but...

When your child misses just... they miss days per year

5 mins per day  = **3** days 

30 mins per day  = **18** days 

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Patterns of lateness can have a serious impact on your child's education.

High School Transition

- Discuss plans with your child to help them be aware of their choices for 2025
- Begin plans now - complete the Year 6 Expression Of Interest Form for local Government High School or Non-local choice – will be sent home soon.
- Non-Government HS require a separate application - apply at the school
- Attend Information and Open Days/Nights
- Selective High Schools require an entrance examination and application.
 - Applications for 2025 have closed. Test centre allocation will be sent to parents on 25 April.
 - Applications for 2026 open in October 2024
- **Please note that we are not able to write personal references for children.**

P & C

- Join your class list
- <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



**Thank you for your attendance this evening.
We look forward to working together to support our
students throughout the year!**



THANK YOU!

The text "THANK YOU!" is rendered in a bold, 3D sans-serif font. Each letter is a different color: T (blue), H (purple), A (magenta), N (pink), K (orange), Y (yellow), O (light green), and U (teal). The letters have a slight shadow, giving them a three-dimensional appearance. The text is surrounded by numerous small, colorful dots in various colors (blue, yellow, orange, purple, green, pink) scattered around it, creating a festive and celebratory feel.