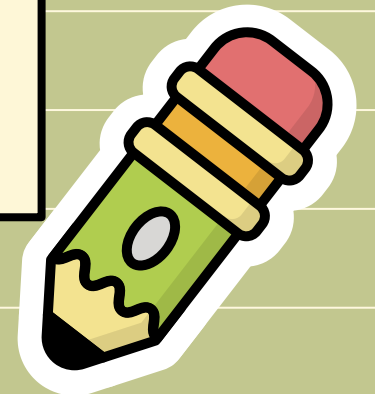
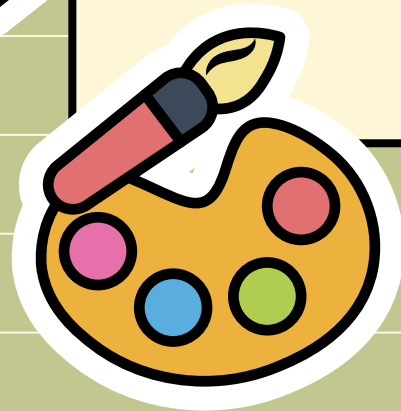
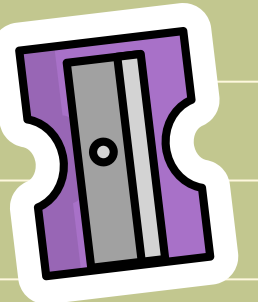
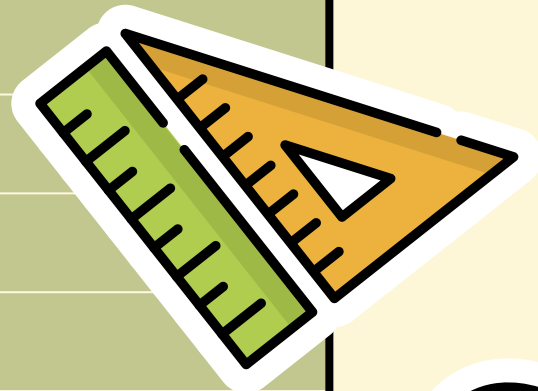
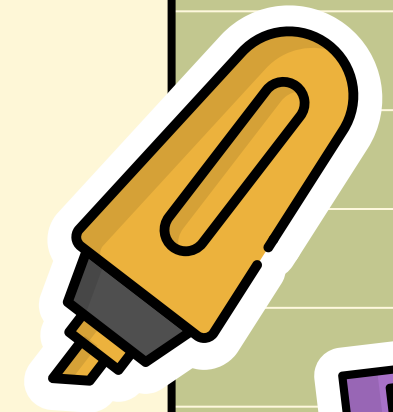
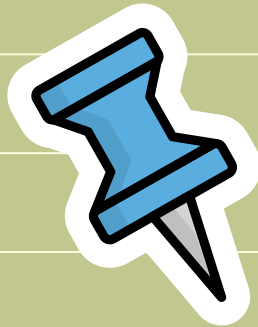
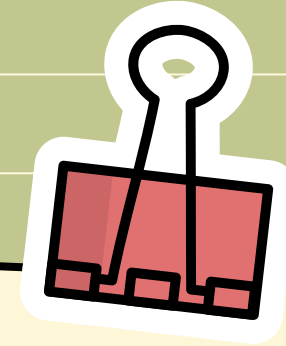
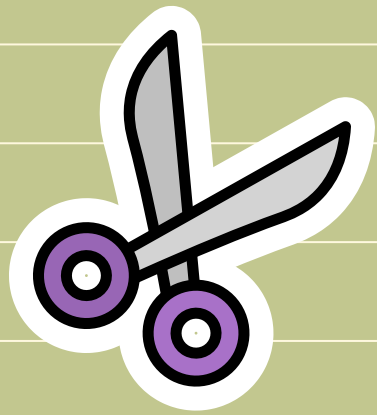


MEET THE TEACHER WELCOME TO STAGE 3

2024

The meeting will begin at 8:15am

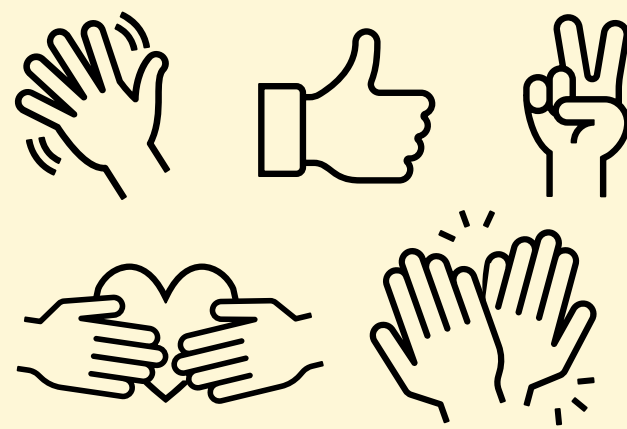


Teachers of Stage 3

5/6S Mrs Sparrow
(Assistant Principal)
5/6H Mrs
Buchberger
5/6B Mrs Scott
5/6G Mr Gale
5/6K Miss King

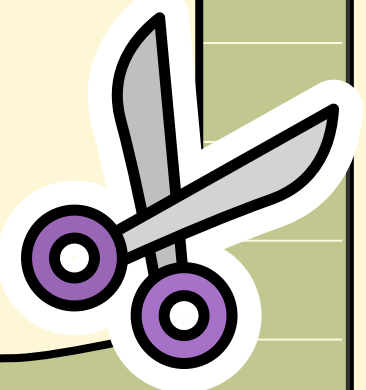
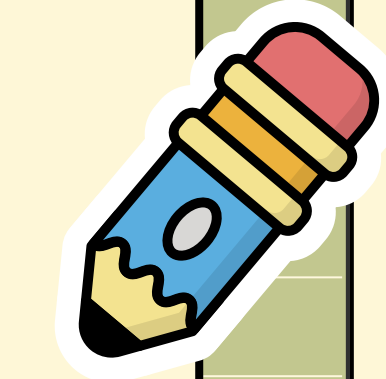
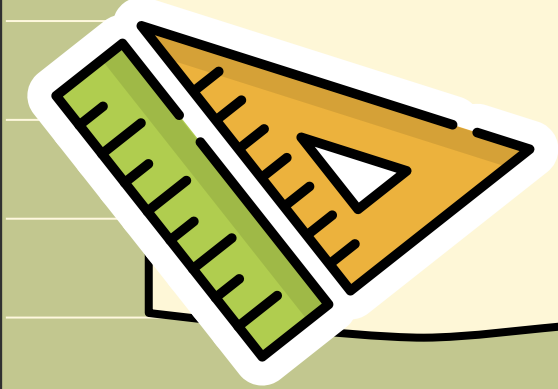
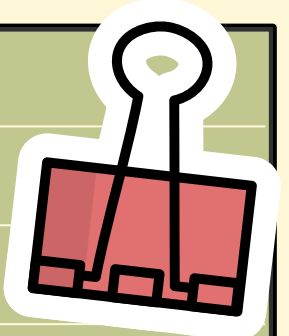


Say hi!

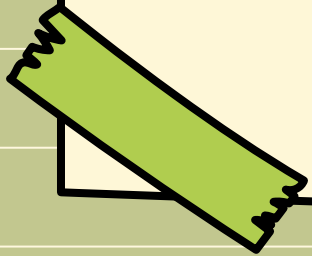
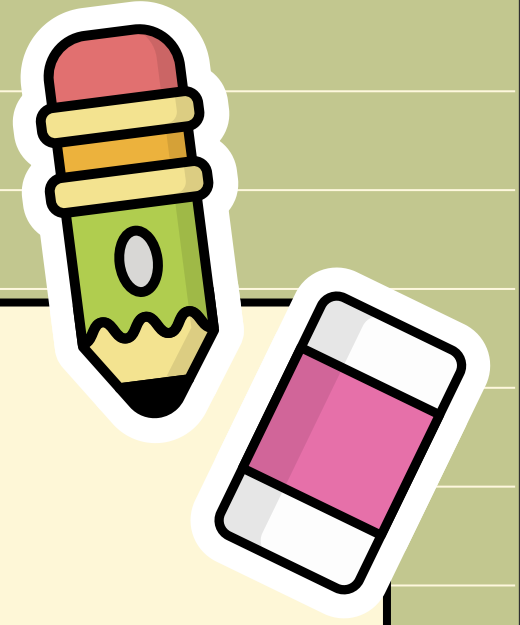


Check List.

- Passionate teachers
- Caring Teachers
- Want the best for your child
- Efficient
- Dedicated



Every Day Counts



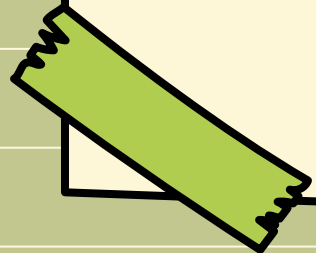
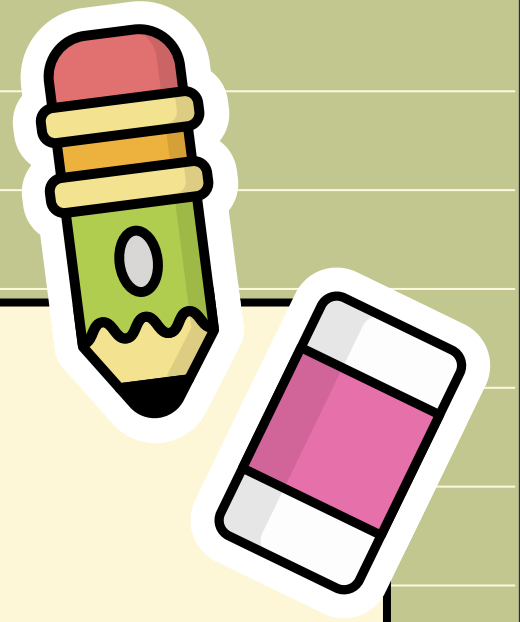
I'm a student

Regular attendance at school helps you to maximise your potential.

You can help by

- knowing what class activities are on which school day (for example, which day is sport or library) or having a copy of your timetable
- making sure you're ready for each school day: uniform, books, bag, lunch
- chatting with family, a friend or teacher if you have concerns about attending school, or something is making it difficult to get to school
- asking a teacher for help if school work is challenging.

Read about [Starting school](#) and the [get ready for high school checklist](#) to help with school readiness.



I'm a parent/carer

When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

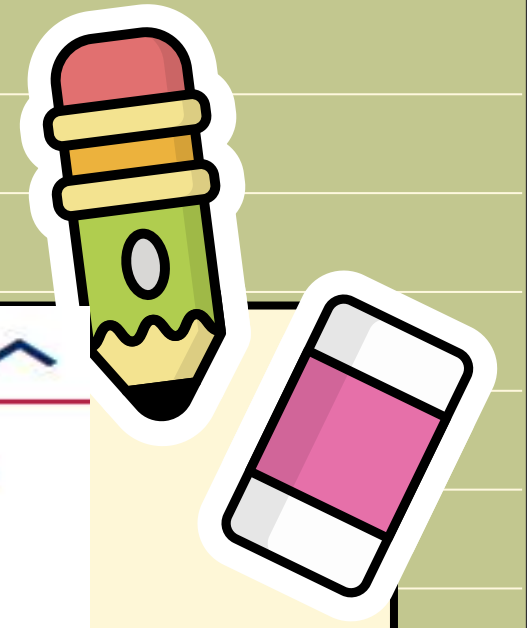
Parents and carers can help foster positive attendance habits by:

- helping their child learn the importance of punctuality and routine
- ensuring their child arrives on time from the start of the school day, ready to participate in learning
- reducing disruption to learning where possible, by planning any necessary appointments outside of school time
- promptly communicating any absence to the school (within 7 days of the first day of any absence)
- working with the school to encourage and support regular attendance.

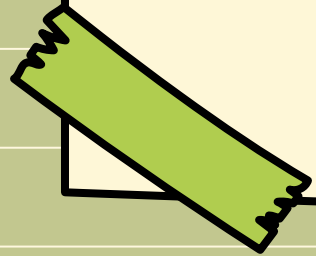
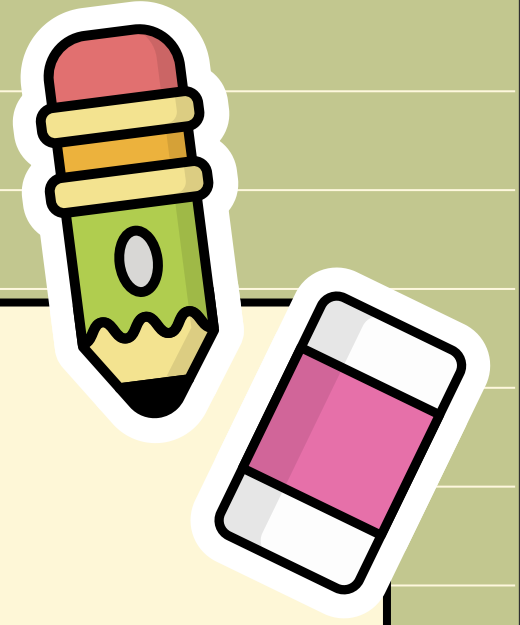
Information for parents provides further information about compulsory school attendance.

Advice to parents and carers has further information about learning from home.

Read about Starting school and the get ready for high school checklist to help with school readiness.



Technology and Cyber bullying



Permission to use Websites (new students)

The Teacher

Composite classes

It is what teachers know, do, and care about which is very powerful in overall student achievement.



- Anderson & Parvon (1993) analysed 64 research studies in the US and Canada and found that schools with composite classes were **most likely to benefit children** from all circumstances and all ability ranges.
- A major review of international research into multi-age classes was undertaken by Veenman (1995 & 1996). He investigated 56 different studies from 12 countries (including Australia) and found that the academic performance of pupils in composite classes was **no worse or no better** than that of pupils in single-age classes.
- Whilst research into academic aspects of composites shows it makes no difference to performance whether students are in a straight year group or in a multi-age class – it's the teacher who makes the difference – there is evidence to suggest that **composites enhance self-esteem, decrease behavioural problems, reduce the impact of labelling, encourage the formation of positive communities and lead to social growth.**

http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/classsize/multiage/multi_age.pdf

Camp

Great Aussie Bush Camp

Year 6 Fundraising activities and Farewell.

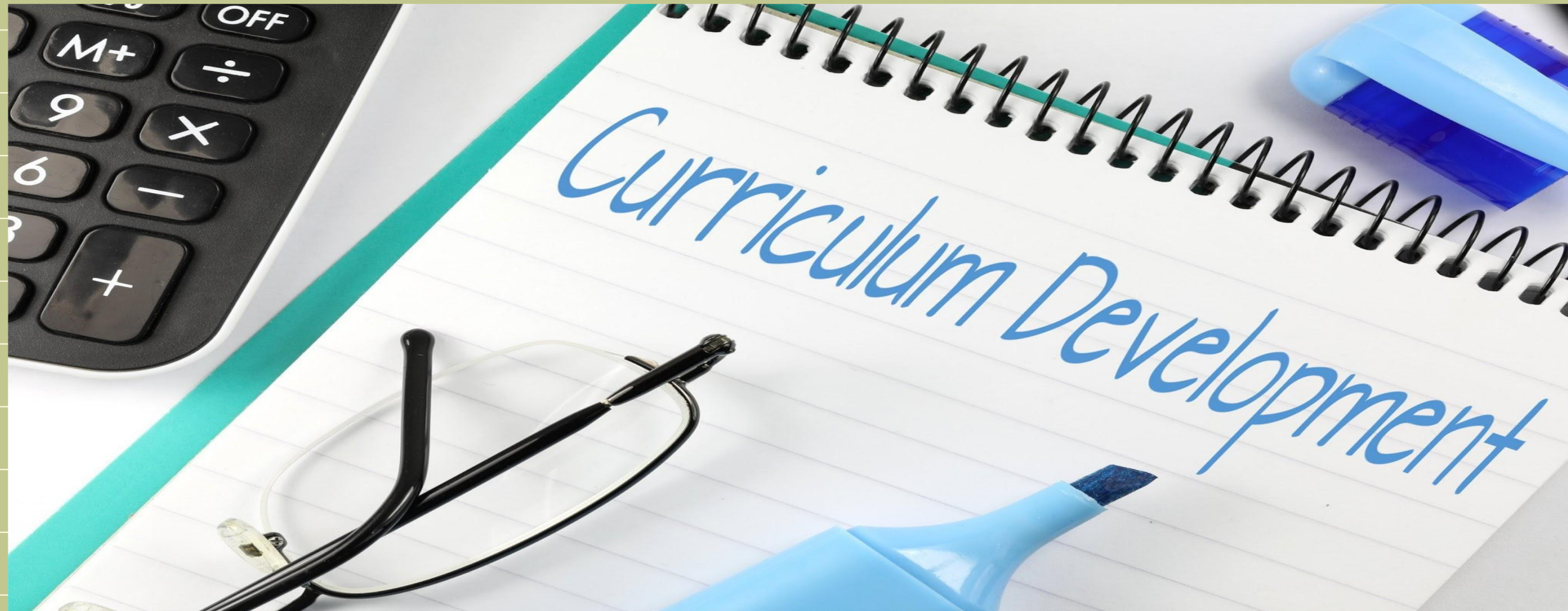
Easter raffle Term 1

Mufti-day Term 2

Sausage Sizzle Term 3

Gala Day Term 4

Assistant Principal Curriculum and Instruction



Assistant Principal Curriculum and Instruction (APC&I)

Working with staff:

- Demonstration and team teaching.
- Data analysis for school planning.
- Organising assessments.
- Tailored professional learning for staff.
- Collaborative design of interventions.
- Supervising EAL/D and other specialist staff.



Parent Workshop Survey

- The APC&I will run more parent workshops/information sessions this year.

The link will be sent out via the following:

1. Newsletter
2. School E-news

- Please fill out the survey by March 1.

Assistant Principal Curriculum and Instruction

Working with Students:

- Whole class teaching alongside the classroom teacher.
- Whole class or small group demonstration lessons.
- Working with small groups in the classroom.
- Working with individual students in the classroom.
- Assessments of students.

Additional responsibilities:

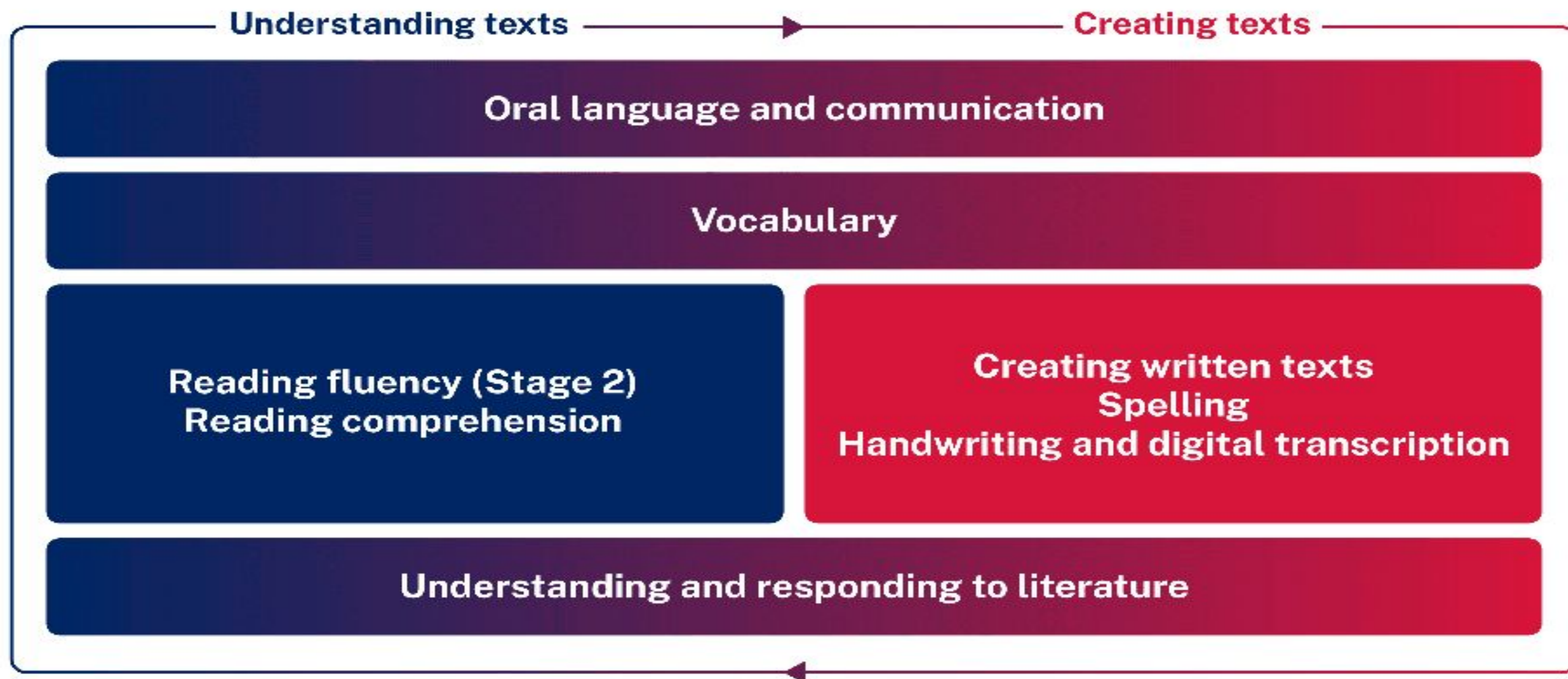
- Literacy and Numeracy Corner in the newsletters. PLEASE READ!
- Participation in wellbeing-focused school events.
- Organising community forums for literacy and numeracy.

New Syllabi

English and Mathematics Curriculum Reform



English 3-6



Focus area

Oral language and communication content groups include content to support students in becoming articulate and sophisticated users of oral language.

Emphasis is given to developing students' breadth and depth of vocabulary knowledge, with the understanding of the close links between the development of oral language, reading and writing. There is a focus on students reading regularly for understanding, challenge, interest and enjoyment to enhance reading fluency and build vocabulary, contributing to improved writing and use of language. Reading fluency appears as a focus area in Stage 2 and as a content group within reading comprehension in Stage 3, highlighting the link between reading fluency and comprehension. There is a focus on students engaging in rich discussion and analysis of a wide range of quality texts to support reading and writing skills.

Specific text requirements for English 3–6 support the connection of reading and writing practices through quality texts, ensuring students are read to and are reading and writing for wide purposes. A more explicit approach to teaching writing is evident, so students learn and regularly practise the skills needed to create written texts, with opportunities to focus on sentences, language and purposes for writing.

English textual concepts are embedded as content groups within the 'understanding and responding to literature' focus area.



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

Mathematics years 3-6 outcomes and content include:

- a more explicit focus on working mathematically, with reasoning embedded within the content and examples. Mathematical reasoning is identified as the essence of working mathematically

- a new streamlined structure with focus areas and content groups. In addition, content points are clustered within content groups to identify essential knowledge and skills

- a focus on making explicit connections between mathematical concepts by highlighting related outcomes and content that can be taught in parallel

- greater emphasis on the structure of place value

- stronger connections between shape, transformations and areas

- consistent representations of mathematical models and structures across focus areas

- the embedding of patterns and algebra in additive and multiplicative relations, and in two-dimensional spatial structure

- the separation of fractions into two focus areas:

 - Representing quantity fractions (Stage 3)

- the separation of whole number into two focus areas:

 - Representing numbers (Stage 3)

- The embedding of decimals and percentages in:

 - Representing numbers (Stage 3)

- strong examples that make clear what is syllabus content and what is provided as support

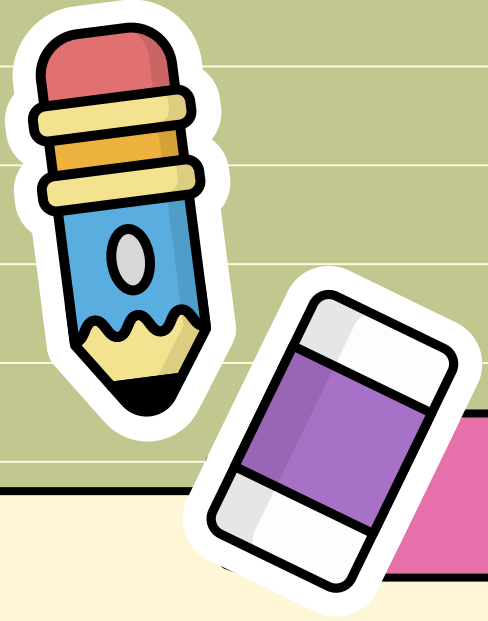
5/6S

Mrs Karen Sparrow

karen.sparrow3@det.nsw.edu.au

Go with Class teachers for meet the
teacher

Thank You



Monday

Cricket

Tuesday

Physical Education with
Mrs Lewis
Library Ms Argyle

Wednesday

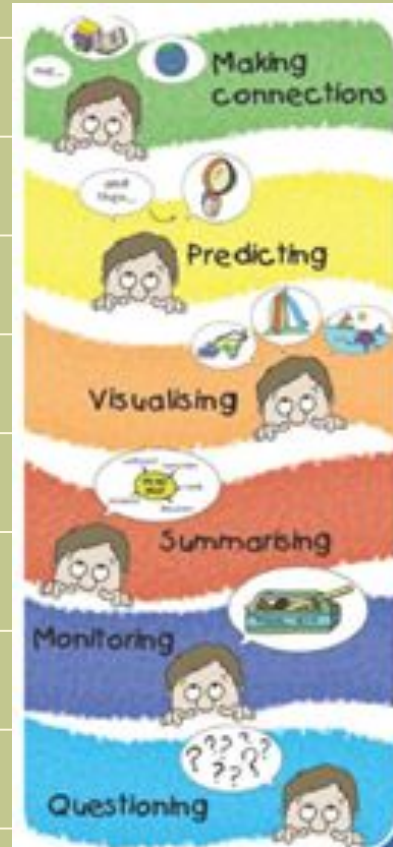
Science
Mrs Ratinac

Thursday

Executive Day
Mrs Tan Term 1
Mrs Scott Term 2-4

ENGLISH

Blueback



The novel study aligns to both component A and B of the English syllabus. It is a novel that has the conceptual text of a narrative and allows us to learn about character and how the author develops the main characters in a novel.

Handwriting: Focus on fluency and legibility and the use of the keyboard

Writing: Term 1: Imaginative Term 2: Persuasive

Seven Steps to Writing strategies embedded in programs

Spelling: Morphology learning about suffixes and prefixes. There will be a weekly dictation.

Oral language and communication: Oral Presentations & impromptu speeches

- Step 1 Plan for Success
- Step 2 Sizzling Starts
- Step 3 Tightening Tension
- Step 4 Dynamic Dialogue
- Step 5 Show, Don't Tell
- Step 6 Ban the Boring
- Step 7 Exciting Endings / Endings with Impact

MATHEMATICS

Content: Number and algebra
Space and Measurement
Statistics and Chance

Resources: 'Problem Solving' text

'Framework Maths' text

Matific

Think Tank cards (problem solving)

iPads/Laptop computers



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

HISTORY

Semester 1

Topic: 'Australian Colonies'

In semester one, students will learn about colonial Australia in the 1800s, the founding of British colonies and the development of a colony. They will learn about what life was like for different groups in the colonial period, significant events and people, political and economic developments, social structures and settlement patterns, applying a variety of skills of historical inquiry and communication. Students will learn about the Gold Rush in depth and the impact this had on the colonies, including changes to infrastructure.

GEOGRAPHY

Semester 2

'A Diverse and Connected World'

Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding.

SCIENCE & TECHNOLOGY

Topic: Unit: **Earth and Space**

This unit begins with developing an understanding of the Earth's surface and looking at geological events that cause this surface to change rapidly. The *White Island* disaster in NZ will be focused on. The Earth's place in the solar system and the key features of the planets will be investigated. The students will become aware of the discoveries by people from different cultures and times and how these have advanced scientific understanding of the solar system. Throughout this exciting unit, the students will be posing questions, making predictions, analysing collected data and developing explanations. They will have the opportunity to apply the design process by using a variety of tools, materials and techniques to produce solutions and working models.

Computers and iPads: These lessons will be integrated in all key learning areas, especially in history units, novels being studied and in focused numeracy and literacy activities.

Studyladder, Reading Eggspress, Google Chrome, Google Classroom, Seesaw and Matific will be used throughout the year, both in class and in some cases as part of homework.

CREATIVE AND PRACTICAL ARTS

Visual Arts: Making and Appreciation

Dance: Space, time, dynamics, forms and elements

Drama: Reader's Theatre, mime, voice, movement

Music: Rhythm, pitch, dynamics, expression and structure

HEALTH, PD & PE

Term 1 - Creating Good Relationships:

- * friendships
- * teamwork
- * conflict resolution
- * relationships of trust

Term 2 - Building a Healthy Mindset

Interrelate will occur in Term 3: Students will

- acknowledge personal differences and promote respect for, and acceptance of, others
- increase their awareness of personal safety and protective behaviours
- develop their understanding of physical development at puberty, and provide strategies for managing these changes
- discuss different types of relationships and strategies for managing conflict

You Can Do It program.

School Sport & PSSA: Friday 2-3pm

Gymnastics: (Term 2 only)

STAGE 3 OPPORTUNITIES

Dance Group/Choir Performance Showcase

Library Monitor Peer Support – Buddy system

PSSA summer and winter

Band Paul Kelly Cup AFL

Milo Cup cricket Maths Olympiad

Chess Club Art Club

Debating Sport gala days

Organisation

Most work is stage based so being a composite does not mean your child will miss out on any important learning concepts. All staff will differentiate the learning tasks to suit the needs of all students.

Crunch and Sip is important to rehydrate the brain

Organisation and independence are needed in Stage 3 in preparation for High School- they should pack their bag, the lunch, their camp bag.

All students should have blue, black and red pens, ruler, eraser, tissues, colour pencils, textas, glue sticks, PVA glue, correction tape, barrel sharpener and **headphones (essential)**.

- **How Parents can help at home**
- Show interest in your child's work
- Read to and with your child
- Encourage pride in their work
- Visit the local library, museums, art galleries
- Read school library books and local libraries
- At grocery shopping, get your child to estimate cost of all or some items.

GENERAL INFORMATION

Scripture: Wednesday 10:30 - 11:05pm

Assembly: Tuesday 2:30pm

Canteen: Monday – Friday (orders online)

Absences: Note or email to class teacher or office

Interviews: Week 10, Term 1

Three day Excursion: Great Aussie Bush Camp 13 May- 15 May

COMMUNICATION

Eastwood Heights Webpage

<https://eastwoodht-p.schools.nsw.gov.au/>

Eastwood Heights Facebook

<https://www.facebook.com/EastwoodHeightsPS/>

Enews – the main source of information for EHPS

Download the free School Enews app to receive alerts.

Once downloaded, search for Eastwood Heights Public School

CLASS PARENT

If you do not want your information to be added and distributed on the class contact sheet please email Mrs Sparrow or send a note with your child.

- What is the role of a Class Parent?
- The class parent is a contact for the teacher.
- Organise and distribute the class contact sheet
- Assist the teacher in planning class events and class helpers
- Liaise between class parents and the class teacher for whole school events

My contact information

karen.sparrow3@det.nsw.edu.au

Questions ???