



# ASHTONFIELD PUBLIC SCHOOL

PO Box 2540 Greenhills NSW 2323

Phone 4934 3584 Fax 4934 3510 Email [ashtonfield-p.school@det.nsw.edu.au](mailto:ashtonfield-p.school@det.nsw.edu.au)

## Stage 3 Overview 2022

### Welcome to Stage 3 2022.









We are looking forward to a very exciting year with you and your child. To make your child's learning journey as smooth as possible, we ask that you ensure they come prepared each day and that you keep up to date with notes, newsletters and permission slips, where required. Information about school events can also be found on the APS Skoolbag App. The following information is an overview of organisation and routines for 2022. The children are working towards achieving **Stage 3** outcomes in all subject areas, and we are programming and teaching the same units across all six Stage 3 classes.

There are six Stage 3 classes this year. All Stage 3 classes are in the upstairs innovative learning environments in Block G (new building).

### Cohorting

As directed by the NSW Department of Education, our school will operate with a number of COVID-smart measures that have been developed with NSW Health to minimize transmission and keep schools open. Keeping students in cohort groups where practical, will help minimise the potential for widespread transmission across the school. Cohorts have been designed in a way that best meet the needs of the students and the school. Stage 3 have been cohorted into 2 groups. These cohorts will be known as Sky 2 and Sky 3. Classes and teachers linked to each cohort are outlined below.

### THE STAFF WORKING WITH STAGE 3 THIS YEAR ARE:

SKY 2 <i>Callisto, Hyperion &amp; Titan</i>		SKY 3 <i>Northern Lights, Shooting Stars &amp; Zodiac</i>	
			
<b>Mr Matt Leleu</b> Stage 3 – Callisto	<b>Miss Rebecca Gilchrist</b> Stage 3 – Titan	<b>Mrs Brigita Meynell</b> Stage 3 – Northern Lights	<b>Miss Lauren McIlveen</b> Stage 3 – Shooting Stars
			
<b>Mr Luke Johnson</b> Stage 3 - Hyperion	<b>Mrs Kayla Perry</b> Stage 3 – Callisto (Tues)	<b>Mrs Samantha Lewis</b> Stage 3 – Zodiac (Mon-Tues)	<b>Mrs Kayla Perry</b> Stage 3 – Zodiac (Wed-Fri)



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## General Information

### **Personal Belongings**

The school takes no responsibility for toys, personal belongings or electronic equipment brought to school. It is recommended that these items are left at home. Mobile phones should not be sent to school. If there is a family emergency that requires a student be contacted during school hours please do that through the office. If a parent needs a student to bring a mobile phone to use for an exceptional circumstance out of school hours, the phone is to be left at the office during school hours.

### **Lost Property**

Please ensure all school uniform, lunch boxes, drink bottles and personal items are labelled with your child's name. A box will be left near the hall for students to look for their lost property. Items that have no name or are not collected will be placed in the clothing pool.

### **Safe Use of Technology**

With increased exposure to technology and different mediums for communication, collaboration and sharing information, safety and security remains a priority. All students are supervised and educated on cybersafety.

### **School Uniform**

The school strongly encourages the wearing of the school uniform. With the exception of watches, medical alert bracelets and necklaces, jewellery is not to be worn. Students with pierced ears are requested to wear studs or sleepers. It is essential that names are labelled on all items of clothing.

The P&C have made recommendations to the school for the current boy's white polo shirt and girl's white blouse to be redesigned into one shirt. This would mean that in the future, all students would be able to wear the same shirt and be able to choose between grey shorts and teal skorts.

The design process for the new shirt will begin during next year and, at the finalisation of the process, the full implementation would be completed in a two year period. This means that for the foreseeable future, our current school uniform will remain. Please have confidence in buying our current summer uniform or handing uniforms down to younger children.

### **For 2022, the summer uniform is available including:**

- a choice of grey shorts or teal skorts,
- a white APS shirt, for the first time, all students may opt to wear the current polo or the ironed blouse (this is the ONLY item that will change in the future),
- or the summer tunic.

All students will wear **BLACK shoes** and white socks.

**Please note** that there is no change to the sports uniform at this time. The maroon shorts are not a part of the regular uniform.

### **Class Requirements –**

- **Classroom equipment and book pack** – Students are provided with their allocated books and stationery items as part of their book pack. If students use up all allocated stationery items before the end of year, they will be required to bring items to use from home.
- **Library Bag** – students will need a library bag for borrowing library books.
- **Reading Book** – each day students will complete DEAR reading. Students may like to bring along a book to read during this 15-minute period or there are books available in the classroom.



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## English Organisation

Literacy activities incorporate a variety of Spelling and Grammar, Reading, Writing, Speaking and Listening activities.

### Reading

- Students will complete Explicit Instruction warm-ups and lessons for Reading and Writing. Students will develop sentence structure concepts and enhance vocabulary in daily writing lessons.
- Reading Groups will be a key focus in each Stage 3 class, with a strong focus on building comprehension strategies and fluency skills. The students will be learning and consolidating reading, fluency and comprehension skills each day.
- All students will be given a Literacy Pro log on to support reading. At Ashtonfield Public School, Literacy Pro is used for students in Years 3 to 6. Over the course of the year, students will take the LitPro Test on four occasions to determine and/or review their Lexile level. This will occur once per term, at the same time each term. It is an online test, only undertaken at school, fully supervised by a staff member.
- Silent Reading – students are encouraged to bring a book/novel along for Silent Reading.

### Writing/Spelling

- Students will complete a range of spelling activities focusing on the four spelling knowledges and the development of spelling rules and phonemic awareness. Spelling will be practiced daily.
- Writing activities will be integrated into most subject areas, with activities taking many forms, such as text type construction, as well as focusing on cursive writing skills.
- Please ensure that all work completed at home is legible and neatly presented. This includes setting out of projects, headings, punctuation, spelling, etc. We discourage graffiti in or on books and the children have clear bookwork procedures.

### Speaking and Listening

- Speaking and Listening is incorporated into many activities throughout the day. Students will be participating in several set tasks throughout the year such as presenting a topic or speech to the class.

## Mathematics Organisation

Strands include working mathematically, number and algebra, measurement and geometry, statistics and probability

- Maths activities focusing on a weekly topic will be carried out in class each day. Stage 3 will participate in maths groups to support the range of mathematical abilities.
- Each mathematics lesson will begin with consolidation of prior knowledge and development of number operations.

## History and Geography Organisation

Stage 3 students will be studying the following History and Geography units throughout the year:

2022	
<u>Semester 1 – History</u>	The Australian Colonies
<u>Semester 2 – Geography</u>	A Diverse and Connected World



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## Science Organisation

Stage 3 students will be studying the following Science units throughout the year:

2022	
<u>Semester 1</u>	Material World
<u>Semester 2</u>	Earth and Space

## P.E./Sport Organisation

- **Sport will be held on Fridays from 9:00am**
- P.E. will be on Tuesday, Wednesday or Thursday (depending on class timetabling) as we work on fundamental body movements and aim for 2 hours of physical activity each week.
- Students will need to wear sports uniform on Fridays.
- All students must wear a hat to participate in Sport and P.E. Sunscreen is also encouraged during outdoor activities

## Creative and Performing Arts

- Choir – TBC, Band – TBC
- Visual Arts, Drama, Dance and Music will be taught in class by the class teacher throughout the year.

## Library

- Students will engage in one library lesson per week. They will be able to borrow library books during this time. Students must bring a library bag if they wish to borrow library books.
- Library day for all Stage 3 classes is **Tuesday**

## STEM/Technology

- Students will learn the correct use of technology and develop their technological skills. We will be emphasising the importance of cyber safety as part of our lessons.
- Students will participate in a range of Science, Technology, Engineering, Mathematics (STEM) activities across the year, including STEM challenges, robotics and coding.
- Our class is fortunate to have access to a Smartboard (interactive whiteboard), computers and iPads which are used daily.

## Personal Development and Health

- **PBL and URSTRONG** – students will participate in lessons based around our school values. These lessons will build skills and develop a Positive Behaviour for Learning.
- **Crunch and Sip** – Each class will have a fruit break each morning. Please encourage your child to bring in fresh fruit or vegetables and a bottle of water.

## Attendance at School

Regular attendance at school is important for students to be able to reach their potential. The school is required to record the reason for any absences. Students are only to be absent when they are sick or have another good reason for missing school. If your child is sick you can notify us by telephoning, replying to the absence SMS/email or sending a note in when your child returns to school.



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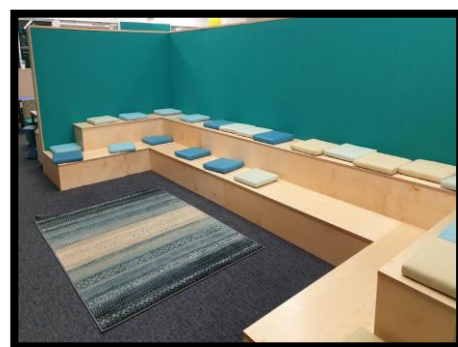
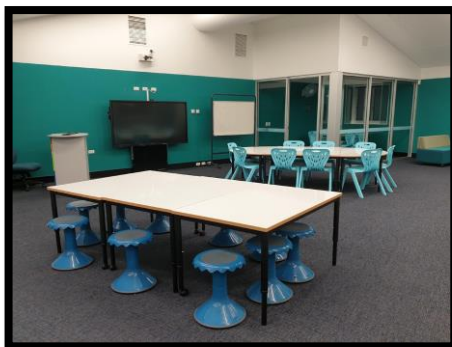
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## Innovative Learning Environments

These learning spaces:

- are adaptable and accommodate up to three class groups in each space.
- feature inclusive learning zones with flexible spaces, enabling students to engage in explicit teaching and embed technology in learning.
- provide opportunities to enhance skills in collaboration, communication, critical thinking, problem solving and creativity.



## Homework

- Stage-based homework will be posted on Seesaw each week. Students will complete homework activities and submit it to teacher on Friday for the teacher to sight completed work. Homework will begin in Term 1. If you are unable to access Seesaw and would like a paper copy, please contact your class teacher.
- Please encourage your child to develop good home reading. Students should be reading for approximately 15-20 minutes each night. To assist in encouraging students to read, the school has implemented a **3-6 Home Reading Program** where the students are given a diary to record the number of nights read. They can read any text they like, as long as a parent/guardian signs off each night. Students can also record chapters read. After 25 nights of reading, the children receive a raffle ticket to go in the draw to win either a Hoyts or Harry Hartog voucher. These raffles occur twice a term.
- You are welcome to assist your child with homework, but if your child misunderstands any part of their homework, encourage them to see their child's teacher prior to completion.

## Food Allergies/Intolerances

Food Allergies/Intolerances are an unfortunate but common experience of many children and we need to ensure their safety at all times. Please let the teacher know in writing if there are foods your child is prohibited from eating. If they cannot eat cake, for instance, you may elect to have another "treat" in place for birthday celebrations. Please feel free to discuss this with me. It is also important for everyone to discuss with their child the importance of not sharing foods with each other. Due to COVID-19 restrictions, please do not send cupcakes for birthday celebrations, please select other treats such as chocolates (Freddos etc) or Iceblocks (Zoooper Doopers).





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## Supervision and Discipline

We have a well monitored system for tracking behaviours within the classroom and playground. All teachers on duty record any major incidents that are reported to them and these are followed up by the executive as needed. Of course, we can only act on incidents that we are made aware of so please speak with your child about the importance of reporting problems to a teacher. School is as much about learning social skills as it is about academics, and it is to be expected that conflicts between students will sometimes occur. Our aim is to deal with these quickly and supportively so that problems do not escalate. If you have a concern, your first avenue should be to contact your child's classroom teacher.

Executive staff will be brought in as needed and, of course, Ms Moon (Deputy Principal) and Mrs Scully (Principal) become involved in any serious misdemeanors. The Assistant Principal supervising Stage 3 students is Mr Leleu.

## NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May.

NAPLAN is made up of tests in the four areas (or 'domains') of:

- reading
- writing
- language conventions (spelling, grammar and punctuation)
- numeracy.

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum. This year your child will participate in the NAPLAN test online. For more information about NAPLAN Online, please visit <https://www.nap.edu.au/online-assessment>

## Student Wellbeing

Our school values have been developed through the Positive Behaviour for Learning (PBL) framework. The APS school values are:

### Respectful

### Responsible

### Successful

These beliefs underpin our quality learning environment

ASHTONFIELD PUBLIC SCHOOL		IN OUR SCHOOL WE ARE
<b>RESPECTFUL</b> <ul style="list-style-type: none"><li>✓ Speak positively and politely</li><li>✓ Hands and feet to yourself</li><li>✓ Wear school uniform with pride</li></ul>	<b>RESPONSIBLE</b> <ul style="list-style-type: none"><li>✓ Follow instructions</li><li>✓ Walk sensibly on hard surfaces</li></ul>	<b>SUCCESSFUL</b> <ul style="list-style-type: none"><li>✓ Be prepared for the school day</li><li>✓ Be a positive role model</li><li>✓ Right place, right time</li></ul> 



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## **Positive Behaviour for Learning (PBL)**

This year our school will continue to implement our Positive Behaviour for Learning Framework. Positive Behaviour for Learning (PBL) is an initiative supported by the Department of Education in the Hunter region to promote and maximise academic achievement and behavioural competence. It is a school-wide strategy for making sure students achieve important social and learning goals. We know that when good behaviour and good teaching come together, our students will excel in their learning.

### **PBL is:**

- A focus on establishing a school environment that supports long term success of effective practices
- A set of expectations for student behaviour
- Support for consistency in the way we support our students
- An approach where appropriate student behaviour is taught & problem behaviours have clear consequences

PBL delivers a positive and consistent approach to student behaviour across the school community. Students learn most effectively in a safe and consistent environment where they are supported and rewarded for positive behaviours. Good discipline involves the development of appropriate, responsible attitudes and behaviour in students. The development of self-discipline and the ability to distinguish right from wrong is fundamental. This is most effective when there is mutual support between home and school.

## **High School Information – Year 6**

Public High School EOIs are usually given out around mid-March. You will have 2 weeks to complete your forms and return to the office here at school. Please make yourself aware of high school zoning for the various public high schools. Applying for a non-government high school will be your responsibility. Whatever your high school option you select, please make sure you have a Plan B – particularly if you are applying for an 'out of zone' school.

## **Contact**

We look forward to a close and communicative relationship with you and your child this year. Don't hesitate to contact us before or after school if you have any queries or concerns regarding your child. Please be aware that we have scheduled morning and afternoon meetings throughout the week, and our class time commences at 8:55am. If you would like a more in-depth conversation about your child and want to arrange a meeting, please contact the school office via phone (0249343584) or via email ([ashtonfield-p.school@det.nsw.edu.au](mailto:ashtonfield-p.school@det.nsw.edu.au)) to schedule an appointment, or leave a message and we will return your call as soon as possible.

Attached is a copy of the **Learning and Support flowchart** so that you are aware of the process that the school follows.

## **Information Sheet**

Please complete and return the attached information sheet. The information you provide is confidential and will assist us in working with your child this year.

Thank you for taking the time to read this overview. If you have any questions or would like to know more, please don't hesitate to contact us.

Kind Regards,  
The Stage 3 Team

## PARENT LEARNING SUPPORT PROCESS

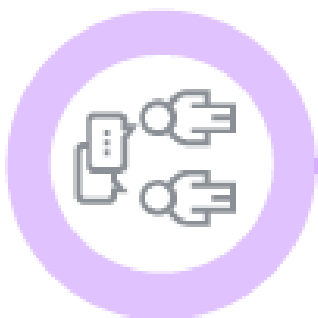


Make contact with your child's teacher by phoning the office, sending in a note or emailing the school to make a time to discuss any learning or behaviour concerns.

### Level 1



### Level 2



A meeting is held with class teacher, parents and Assistant Principal.

The concerns affecting your child's learning or behaviour is discussed.

Please provide all current specialist reports.

### Level 3

A referral to the Learning and Support Team will be discussed with the class teacher, Assistant Principal and parent.



### Level 4



The Learning and Support Team will meet including the Principal, Deputy Principal, Assistant Principal (Learning Support) and Counsellor. A referral to the Counsellor may be made.



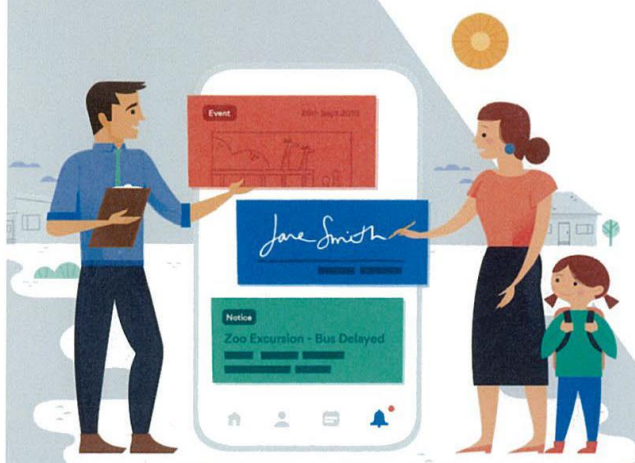


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## Stay informed with the SkoolBag App



The SkoolBag app is the easiest way to stay up-to-date with school events, last minutes notices, newsletters and **all** school communications.

# 1

### Download the app

Search for the free SkoolBag app in the Apple App or Google Play Store

# 2

### Create an account

Sign up in seconds with your email address

# 3

### Add your school

Search for your school and add your subscription groups



SkoolBag



## Class Structures- FAQ and Answers

### What is a multi-age or composite class?

A composite class is where children from different year groups or stages are placed together in one class.

### The children in the composite class may study different topics from the single stage class. Should I be worried?

There is no need to be concerned. Different classes can be studying different topics and still cover the syllabus outcomes. Topics are used to provide relevant context, case study, inquiry or example for teaching the key concepts in each subject area. For example 'Antarctica' is a topic. It is an example of a much broader concept of Endangered Environments. This allows the teacher to choose the most relevant example for their students.

### How can a teacher teach two stages at once?

The curriculum in NSW is organised as a learning progression from Kinder to Year 12. Students can be anywhere along this progression. This curriculum is broken into stages, which usually correlates to two years of learning. Students are expected to achieve particular goals or outcomes by the end of each stage. The following examples show the expected outcomes for Reading and Viewing in Stage 2 and 3.

- Stage 2 Reading and Viewing: Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.
- Stage 3 Reading and Viewing: Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.

You will note the expectation for Stage 3 is more challenging and complex. It is quite possible for students to be studying the same text with a completely different set of expectations. It is not the age of the child that determines what students are ready to learn next. If that were the case every child would learn to walk, talk or read at the same age.

Students are at many stages of readiness in any classroom, regardless of whether the class is a straight class or a composite class. Teachers cater for differences in readiness by grouping children according to purpose and setting curriculum goals appropriate to the needs of the students.

### Why group?

It all depends on purpose. Grouping can be based on:

- Readiness
- Interests or
- Different ways to learn, such as collaborative groups, independent study, peer tutors, the internet etc.

We now have a curriculum that is developmental stretching from Kinder to Year 12 in all Key Learning Areas. Students can be anywhere along this continuum so grouping students according to ability, achievement and / or readiness makes a lot of sense.

Groups can be formed full time or part time. Groups can be formed within classes, across classes or can operate as pull out groups. Grouping in maths and reading is formed on the basis of readiness so that students are learning content that is 'new'. That is, the content is just difficult enough so students are challenged but not so hard they want to give up. Groupings can be formed within the class, within stages or across stages. Groupings can be full time or part time or just some of the time.





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## **Will the children in the composite class get the same opportunities as the children in the single stage class?**

Children in all classes will follow programs constructed to help them progress at their own level, regardless of whether or not they are in a composite class or single year stage class. In addition the school will make every effort to involve children in any one year group in activities, which bring them all together. However it is important that the natural identity of each class is maintained and the school will ensure this happens.

## **My child has been placed in a composite class with students from a stage or year below him/her. Is he/she being kept back?**

No, this is certainly not the case. You can be confident that classes have been constructed to make best use of available staff, resources and space. Children will progress through learning experiences appropriate to their developmental level.

## **My child's friends are in another class. What should I do?**

You should be assured that your child's teacher will be sensitive to the needs of children in his/her class and will be encouraging the class to develop working relationships with each other. It is important that children learn to adapt and not be fearful of change. Children usually make friends very quickly and can cope far better than adults imagine. Children will spend time in the playground mixing with their friends and there will be many opportunities for your child to continue to be involved with his/her whole year group including some curricular activities and social activities such as playtimes.

## **Can I refuse to have my child in a particular class?**

No. The management of the school is the responsibility of the principal. Class structures are formed with a great deal of consideration, consultation, understanding and knowledge of our students. We understand parents only want what they believe is best for their child, as do we.

## **Are the classes set for the year?**

We have formed classes based on the enrolments we have at this time of the year. In **very** exceptional circumstances, classes can sometimes be restructured at any point during the year.

## **How can I help my child adjust to their new class?**

The teachers and school executive consider each child's academic, social and emotional needs when forming class placements. While friendship groups are considered in forming classes, friendship groups are not the basis for constructing classes. This is an opportunity to support our children to develop resilience, to grow as involved, collaborative and caring citizens. We need to help children know that they can:

- learn to make new friends
- learn to work with people other than their friends
- learn new routines
- learn that they can adapt and change
- learn to explore the world with courage.

Some children adjust well to change. Others find it harder. Your child will look to you for guidance. Be positive and reassure them that adjusting to change takes time. Let them voice their concerns but try not to step in to solve the problem for them. It takes a lot of time and thought to put new classes together. Moving your child to a different class might seem an easy solution but it is not always possible. It is important that your child's year begins on a positive note and that we all work together to build strong and supportive partnerships.