

Stage 2 2022

Term 1 Newsletter

Dear Families,

Welcome back for 2022! We are looking forward to a very exciting and productive year, as well as working 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 Skoolbag App. We have outlined some of the important classroom routines and management strategies, as well as the learning focuses for this term.

Our Teachers:

Stage 2 - Rosella – Miss Megan Carr

Stage 2 – Galah - Miss Claire Vernon

Stage 2 – Kookaburra - Mr Zac Manton

Stage 2 – Thunder - Mrs Erin Halverson

Stage 2 – Sunshine - Miss Erin Staniland (Monday, Tuesday, Thursday, Friday), Mrs Emily McNamara (Wednesday)

Stage 2 – Clouds – Miss Jordan Wheatley

Routines

We have a daily **Crunch and Sip** in our classroom. It would be great if fresh fruits or vegetables could be cut up, so that there is no mess or peeling. We also strongly encourage students to bring a water bottle every day to help them stay hydrated. This break will also help improve student's concentration.

To assist in encouraging students to read, the school has implemented a **3-6 Reading Program** where the children are given a diary to record the number of nights read. They are able to 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 which will be drawn twice each term.

Stage 2 **homework** will start in Week 4 and will be distributed via Seesaw. If you are unable to access Seesaw and would like a paper copy, please contact your class teacher. It will consist of spelling grid, sunset maths, and home reading including a reading challenge grid. Homework is to be submitted on Fridays.

Ashtonfield Public School will be implementing SeeSaw as a form of communication between the classroom and parents. Parents will be given a code to access the app, which will then allow them to view photos and comments that the classroom teacher has posted about experiences within your child's classroom.

POSITIVE BEHAVIOUR FOR LEARNING

Our school follows the Positive Behaviour for Learning program, which is based on three specific value, including **Responsible**, **Respectful** and **Successful**. These values will be reinforced in the classroom and the playground to provide a happy and safe learning environment.



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



CONTACTING THE CLASSROOM TEACHER

The Stage 2 teachers value your contributions to, and support of, your child's learning and wellbeing and are happy to arrange a time to speak to you.

Please be aware that we have scheduled morning and afternoon meetings and our class time commences at 8:55am.

Although students will be mixed throughout the day and learn with a range of teachers, your child's class teacher will remain your primary point of contact.

We will use Seesaw to post class information and news, however each teacher can now post to all classes within their learning environment. Please note that we are unable to respond to individual messages on Seesaw.

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

If you need to contact a teacher, phone or email the school office and we will respond as soon as possible.

ABSENCES

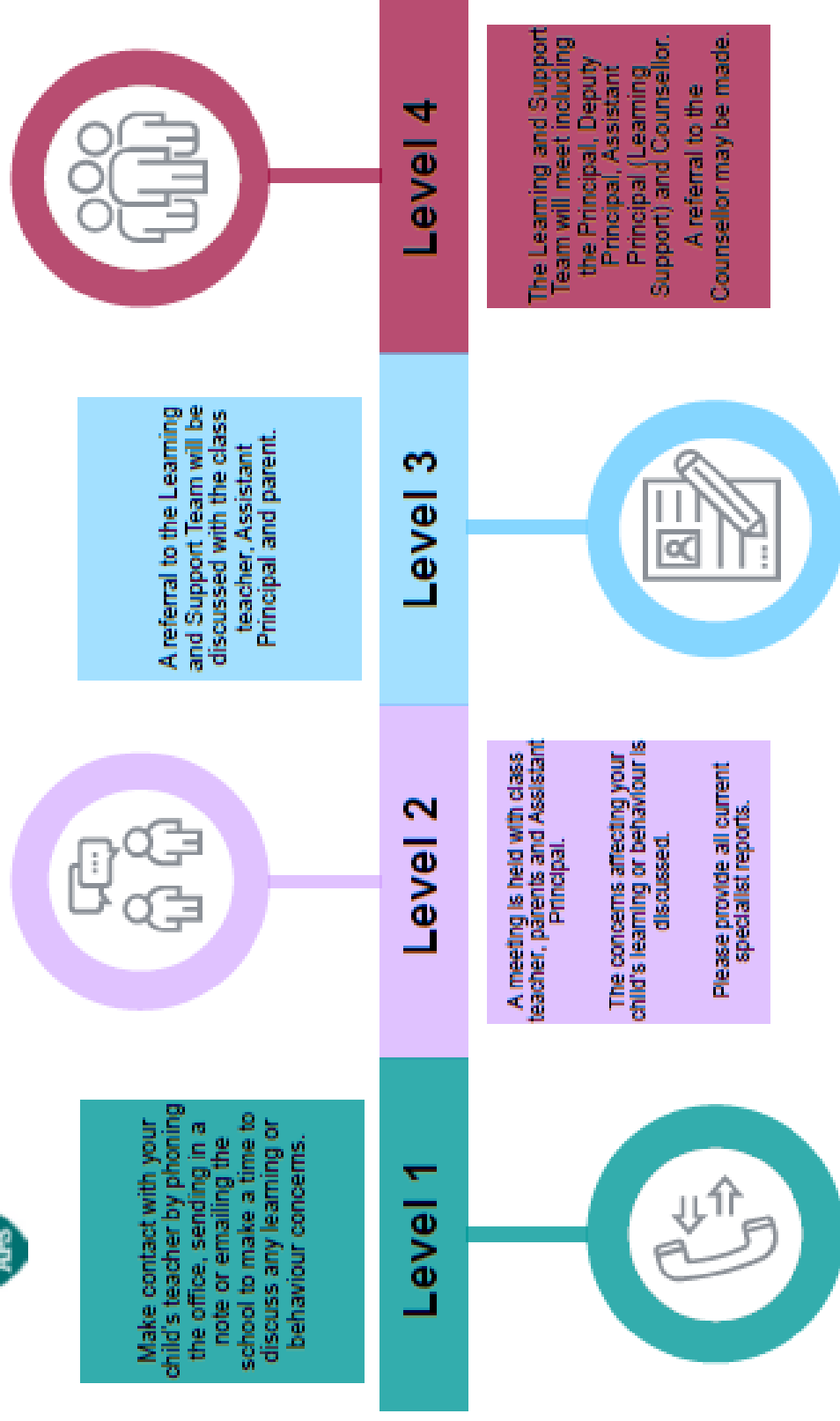
All absences require a note of explanation. Please make sure notes are sent to the school office as soon as practical after the absence or respond via SMS.

LIBRARY

This year we will have library every Wednesday. Students are required to have a library bag to borrow books from our school library. If you are in need of a new school library bag, you can purchase one for \$5.00.



PARENT LEARNING SUPPORT PROCESS



Learning overview for this term

Each day students will participate in an engaging **English** session. During this time students will be involved in a range of literacy activities which will involve aspects of reading and writing, including comprehension, spelling, handwriting, grammar and punctuation. Students will be participating in a variety of speaking and listening activities during this session to help improve these skills.

During **mathematics** students will engage in activities that focus on working mathematically, number and algebra, measurement and geometry, statistics and probability.

The **Science & Technology** Term 1 topic will be *Material World*.

Our **Personal Development** topic this term is continuing on with "URStrong" and "How can I be the best version of me."

Students will also engage in physical activity throughout the week as a part of **Health and Physical Education**.

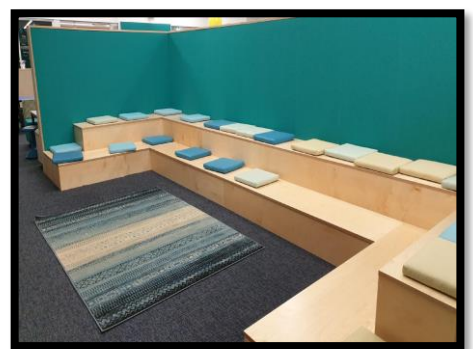
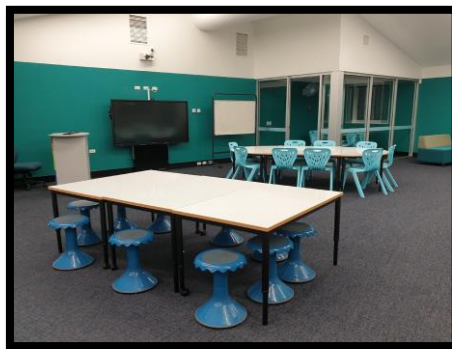
Sport will be on Friday and students are to wear their sports uniform.

The **Creative Arts** topic for Term 1 is Visual arts. Song room will also be taking place during Term 1. An experienced music teacher will enter the classrooms to engage students in a range of musical lessons.

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.



sport+

Stage 2 will complete sport on Friday mornings. Students are asked to wear their sport uniform on this day.

Students will complete a range of activities in their cohorts each week. Students are asked to ensure they have their hat and water bottle for sports lessons.

uniform

This term, Stage 2 have a focus on uniform as part of our stage. Students are strongly encouraged to wear the correct school uniform each day to school, **including black shoes**.

SUMMER UNIFORM

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.



Sport

Polo shirt with embroidered house name (through school uniform shop)

Maroon Skort (through school uniform shop)

Maroon Shorts (Boys/Girls –through school uniform shop)

White socks

Black shoes or plain black joggers (as students participate in daily PE)

Both

Maroon, bucket style hat – available through the school uniform shop
Maroon V-Neck Jumper/Zip Up Jacket (available through school with logo).

Meet THE TEACHERS

Sky 1

Hobby: Golf, tennis and walking my dog

Quote: "Mistakes have the power to turn you into something better than you were before."

Favourite Book: All of Matthew Reilly's or the Harry Potter series



Mr
MANTON

Hobby: Going to the beach and spending time with friends and family

Quote: "Anyone who has never made a mistake has never tried anything new."

Favourite Book: Wonder By R.J Palacio



Miss
CARR

Hobby: Spending time with my family and my dogs Lily and Bella

Quote: "No one is you and that is your superpower"

Favourite Book: The BFG by Roald Dahl



Miss
VERNON

Meet THE TEACHERS

Sky 4

Hobby: Playing with my dog or playing sport with friends

Quote "You must not let anyone define your limits because of where you come from" – Gusteau Ratatouille

Favourite Book: Anything by Nicolas Sparks

Miss
WHEATLEY



Hobby: Going to the beach, swimming and reading on the sand.

Quote: "You don't have to be great to start, but you have to start to be great" Zig Ziglar

Favourite Book: The Horse Whisperer by Nicholas Evans

Mrs
HALVERSON



Hobby: Playing and walking my dog Sooty.

Quote: "The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr Seuss

Favourite Book: Matilda by Roald Dahl

Miss
STANILAND



Hobby: Camping

Quote: "It's not about perfect, it's about effort"

Favourite Book: Snugglepots and Cuddlepie series

Mrs
MCNAMARA





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.

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.