Welcome to Stage 2 2016
The Stage 2 teachers are:

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3F Mr Michael Fitzsimmons</td>
<td>4G Ms Alyssa Glen</td>
</tr>
<tr>
<td>3B Miss Danielle Bambridge</td>
<td>4H Miss Hamilton</td>
</tr>
<tr>
<td>3CK Miss Carlon and Miss Kelly</td>
<td>4Y Miss Keryn Yook</td>
</tr>
<tr>
<td>3/4R Mrs Lauren Roberts (Assistant Principal)</td>
<td></td>
</tr>
</tbody>
</table>

During the week your child will also be taught by:

<table>
<thead>
<tr>
<th>Greek- Mrs Mary Stamatellis</th>
<th>Chinese- Mrs Hong Jin Wu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library- Mrs Sue Mirow</td>
<td></td>
</tr>
<tr>
<td>LaST- Mrs Julie Smith</td>
<td></td>
</tr>
<tr>
<td>EAL/D – Mrs Karen Livermore</td>
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</tr>
</tbody>
</table>
School Priorities

- Visible Learning
- Collaboration
- Wellbeing and Engagement
# Classroom Organisation

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scripture (11.30-12pm)</td>
<td>Band</td>
<td></td>
<td></td>
<td>Assembly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Terms 1&amp;4: 2pm</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>Terms 2&amp;3: 9am</td>
</tr>
</tbody>
</table>

**Change to Ethics this year:**

Terms 1 and 3: Year 3 Ethics while Year 4 attend Non-Scripture

Terms 2 and 4: Year 4 Ethics while Year 3 attend Non-Scripture
English

Speaking and Listening

Talking and Listening activities. Eg.
Co-operative learning, speeches/
presentations (skills for Public Speaking).

Handwriting and using Digital
Technologies

Reading and Viewing

Term 1 Focus
• Comprehension focus using
  super six strategies with
  narratives
• Whole class texts
• Premiers Reading
  Challenge

Writing and Representing

Term 1 Focus
• Persuasive texts
• Creative writing

Yearly focus:
• Year 3: exploring joins that facilitate
  fluency to write using cursive
• Year 4: Write using cursive with
  fluency and legibility

Spelling

Grammar, Punctuation
and Vocabulary

Reflecting on
Learning

Expressing
Themselves

Thinking Imaginatively,
Creatively and
Interpretatively
STAGE 2 SPELLING PROGRAM

Focus on using 4 strategies to enable students to
- Identify patterns/letter combinations in words
- Look at how words change
- Understand the origin of words

These strategies are:
- Phonological Knowledge – sounds heard in words
- Visual Knowledge – what a word looks like
- Morphemic Knowledge – how words change
- Etymological Knowledge – origin of words
Maths

Number and Algebra

Whole Numbers
Addition and Subtraction
Multiplication and Division
Fractions and Decimals
Patterns and Algebra

Year 3 and 4
Number Maths Groups

Statistics and Probability

Data
Chance

Measurement and Geometry

Length
Time
2D Shape

Area
Volume and Capacity
Mass
3D Space
Angles
Position

We will be working to achieve Stage 2 Outcomes in these strands.

Working Mathematically

Communicating
Problem Solving
Reasoning
# Example of Maths Program

<table>
<thead>
<tr>
<th>Sub-strand &amp; Outcome</th>
<th>Learning Support</th>
<th>Year 3 Concept</th>
<th>Year 4 Concept</th>
<th>Extension Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and Algebra</strong>&lt;br&gt;<strong>Whole Numbers</strong> (MA2-4NA) – Applies place value to order, read and represent numbers up to five digits</td>
<td>-Represent two and three digit numbers using objects, pictures, words and numerals&lt;br&gt;-Count forwards and backwards by ones from a two-digit number.&lt;br&gt;-Arrange numbers of up to three digits in ascending order&lt;br&gt;-Counts forwards and backwards by tens on and off the decade with two and three digit numbers.</td>
<td>-Read, write and order numbers of up to four digits&lt;br&gt;-Count forward and backwards by tens and hundreds on and off the decade&lt;br&gt;-State the place value of digits in numbers of up to four digits&lt;br&gt;-Arrange numbers of up to four digits in ascending and descending order</td>
<td>-Read, write and order numbers up to five digits.&lt;br&gt;-State the place value of digits in numbers of up to five digits&lt;br&gt;-Arrange number of up to five digits in ascending and descending order</td>
<td>-Recognise, represent and order numbers to at least tens of millions&lt;br&gt;-State place value of digits in numbers of any size&lt;br&gt;-Identify factors and multiples of whole numbers</td>
</tr>
</tbody>
</table>
MATHS GROUPS

- Year 3 and 4 teachers will assess students and organise them into 3 maths groups across their grade. The purpose of these maths groups is to cater for the individual needs of the Year 3 and 4 students in the area of Number and Algebra.

- Students will participate in maths groups twice a week for 45-minute sessions.

- The groups will be fluid and assessment of student progress will be ongoing throughout the year.
Maths Extension Group

with Leon Rosenthal

- Starts in Week 5
- Monday mornings before school
- A note will be sent home shortly asking for those interested
Human Society and It’s Environment

Creative Arts

History

Science and Technology

Personal Development/ Health/ Physical Education

Other KLAs
SEMESTER 1: HISTORY AND SCIENCE

- **History Focus - Community and Remembrance**
  This unit focuses on who lived here first and how we know that they did, how our community has changed over time as well as examining local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

- **Science Focus – Feathers, Fur or Leaves**
  This unit focuses on exploring features of living things. Students will explore ways they can be grouped together on the basis of observable features and can be distinguished from non-living things. They use this knowledge to investigate the animal groups in leaf litter within our school grounds.
PD/H/PE

**Personal Development**
Term 1 focus is on ‘Growth Mindset’ and ‘Cybersafety’.

**Health**
Healthy Lifestyle

**Physical Education**

*On Monday*
All of Stage 2 will do PE from 2-3pm

*On Friday Sport*
Summer Term 1&4
9.25am-12pm

Winter Term 2 & 3
12.45-3pm
3-6 SPORT

- Students need to choose 2 sports for the year:
  1. Summer Sport (Term 1 and 4)
  2. Winter Sport (Term 2 and 3)

- Students cannot change sports between terms

Payment:
- All payments need to be placed in drop boxes outside the office
- Paid sports need to be paid by a given date otherwise students will be moved to School Sport – Ball games
3-6 Sports

PSSA Summer Sports
- PSSA Cricket
- PSSA AFL
- PSSA Softball

PSSA Winter Sports
- PSSA Rugby League
- PSSA Netball
- PSSA Soccer

School Sport
- School Sport – Ball games

All PSSA sports are dependent on weather.

Paid sports
- Tennis
- Kickfit
- Skyzone
- Swimming
- Multisport
- Dancing

These sports will go ahead regardless of weather.

These sports need to be paid by a given date.

All PSSA sports are dependent on weather.
Home Learning

Homework is issued on a Monday morning each fortnight.

Due each fortnight on a Friday. See home learning grid for due date.

Home Learning in based on current class work

Home Learning will incorporate Literacy and Numeracy and an optional research task.

Spelling Test will be each Friday.

Provide an A4 size book for Home Learning

Home learning is not compulsory. Please return the ‘Intention to Participate in Home Learning’ note by Friday 26 February.

Home Learning starts in Week 5
**Stage 2**  |  **Home Learning**  |  **Week 2 and 3**  |  **Term 3**
---|---|---|---

Over the next two weeks **complete all boxes.**

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th><strong>Mathematics</strong></th>
<th><strong>Spelling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read 3-5 pages of a novel of your choice to yourself three times each week. At least once per week, read the pages aloud to a parent.</td>
<td>Choose two times tables that you need to work on and practice them. I practiced the ___ times tables and the ___ timetables</td>
<td>Look/Cover/Write/Check your spelling words every night into your homework book. Scramble all your list words in your book and challenge a classmate at school to work out what they are in week 3.</td>
</tr>
<tr>
<td>MON</td>
<td>MON</td>
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<tr>
<td>TUE</td>
<td>TUE</td>
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<td>WED</td>
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<td>THUR</td>
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<td>FRI</td>
<td>FRI</td>
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Have a parent initial a box for each time you read.

Signed: __________________________ 
Signed: __________________________ 
Signed: __________________________

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**Term Project**

What do you want to know about Space?

This term you need to complete an independent research project about Space and present your findings to the class. Refer to the attached information about the term project.

Each week as part of your homework you will need to complete parts of your project.

**DUE DATES:**
- Research Task due date: **Friday Week 9**
- Presentation to the class: **Week 10**

This week you need to spend time thinking about what interests you about Space. You need to make a final decision on your research question that you will be investigating over the term and write your research question below to share with the class in Week 3.

**My research question is:** ____________________________________________

Signed: __________________________

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**Important Messages:**

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**Home Learning is due on Friday (Week 3)**
From Term 2, Home Learning will be delivered and submitted electronically through Google Classrooms for Education. Each class has their own page and each student become a member to their class.

Students will also be using Google Classroom (for example Google Docs for brainstorming) during the school day for different activities. Google Classroom allows teachers to distribute assignments and make reminders or post questions for inquiry.

When work is submitted, teachers can also provide direct, real-time feedback on the document or when working on a Google Doc in the classroom.

Parents will receive handouts about how to log in and submitting work at a later date.
**Pen Licences**

- This year Year 4 are working towards getting their pen licence to allow them to write in blue pen

**How to get a Pen Licence:**
- Consistent neat writing in all books
- Setting up books correctly (margin, date, heading)
HOW YOU CAN HELP THROUGHOUT THE YEAR...

- Please help us by ensuring your child comes to school in full school uniform and on time.

- Each Friday your child is to wear their sports uniform for PE and Sport.

- Each child needs to wear a hat everyday. It is an expectation under the schools SAFETY core value.

- At the end of each day ask your child What feedback did you get today? Rather than what did you do today.
ART SUPPLIES NEEDED:

- Paint Shirts
- Magazines

Reminder: Each child needs to bring in a box of tissues for class use.
**MERIT AWARD SYSTEM**

**MJPS Core Values**

- **LEARNING**
- **RESPECT**
- **SAFETY**

- 15 awards for these core values are distributed weekly (5 of each core value).

- 3 awards of the same core value receive a ribbon.
- 2 of the same core value ribbons receive a Master Certificate at Assembly with their name printed in the school newsletter.
- 2 Master Certificates of the same core value receive a core value badge.
DATES FOR YOUR DIARY

- Parent Teacher Interviews Term 1 (Week 11)
- Reports sent home at the end of Term 2 and 4
- Year 3 NAPLAN testing: 10th May – 12th May
- Year 4 Opportunity Class Placement Testing (OC) – 26th July
- Year 4 camp – 12th October – 14th October
- Swim School Term 4
NAPLAN

Students in Years 3, 5, 7 and 9 will sit the following tests:

- **Tuesday 10 May**: Language Conventions and Writing
- **Wednesday 11 May**: Reading
- **Thursday 12 May**: Numeracy

There will be a ‘make up’ day on Friday 13 May for any student who was unable to do their tests on the nominated day.
All students in Years 3, 5, 7 and 9 in schools across Australia undertake the same tests on the same days.

Students have their skills assessed in Reading, Writing, Language Conventions (Spelling, Punctuation and Grammar), and Numeracy.

National test results provide information on how students are progressing and support improvements in teaching and learning.

Parents and carers can best assist students by making them feel comfortable about the nature and purpose of the tests.
**OPPORTUNITY CLASS PLACEMENT (OC)**

- Year 4 students can sit the OC Placement test for entry into a Year 5 Selective School on 26\(^{th}\) July 2016.
- Opportunity classes cater for highly achieving academically gifted students who may otherwise be without classmates at their own academic and social level.
- These schools help gifted and talented students to learn by grouping them with other gifted and talented students, teaching them in specialised ways and providing educational materials at the appropriate level.
**SCHOOL INFORMATION**

- **Absent Day and Late notes**
  Please provide a note if your child has been away from school. Late notes need to have a reason for lateness and to be signed and dated. These should be brought in within 3 days.

- **Late arrival / early leave**
  Please sign your child in/out at the office. This is a legal requirement.

- **Payments for excursions, events etc**
  Put money in a school envelope sealed with all details filled out on the front. **Staple permission notes to the outside of the envelope.**
- **School Newsletter**
  Sent via email every Wednesday

- **Grade Newsletters**
  Every Term via a link in the school newsletter

- **Assemblies**
  Friday fortnightly for Year 3 - 6  
  Term 1&4 - 2pm  
  Term 2&3 – 9am

Check the newsletter for who is hosting the assembly each week

**Be informed! Read ALL notes sent home and check your emails every Wednesday for the Newsletter!**
Publishing your child’s work and photo
Parental permission is needed to publish your child’s work and/or photo in the bulletin and on the internet (school website only). Fill out the note provided and return ASAP.

CLASS PARENT PROGRAM
Role of the Class Parent is to provide additional communication between school and home via email for events eg excursion information, discos, fundraisers, reminders etc – we are updating this process and will keep you informed.

Staff Carpark is for staff only. Please do not park in there even if you are using aftercare.
## Contact Procedures

<table>
<thead>
<tr>
<th>Concern/Question/Information</th>
<th>Appropriate Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic progress of child</td>
<td>Arrange interview with class teacher. Any referrals to the school learning and support team must go through the class teacher.</td>
</tr>
<tr>
<td>Welfare of own child</td>
<td>Arrange interview with class teacher.</td>
</tr>
<tr>
<td>Health issues - minor</td>
<td>Notify class teacher in writing.</td>
</tr>
<tr>
<td><strong>Health issues - more serious</strong></td>
<td>Arrange interview with deputy principal or principal. Develop health care plan with class teacher and deputy principal or principal.</td>
</tr>
<tr>
<td><strong>Administering of medication at school</strong></td>
<td>Complete and sign form provided at the office. Medication to be provided in original packaging. Advice from a medical doctor may also be required.</td>
</tr>
<tr>
<td><strong>Custody/Court Orders</strong></td>
<td>Arrange interview with principal; provide copy of orders.</td>
</tr>
<tr>
<td><strong>Change of address or emergency contact details</strong></td>
<td>Contact office staff and provide proof if required. Notify class teacher.</td>
</tr>
<tr>
<td>Explanation of absence</td>
<td>Explanation in writing to class teacher.</td>
</tr>
<tr>
<td><strong>Application for exemption (leave longer than 20 days)</strong></td>
<td>Collect form from office and return to the principal for approval.</td>
</tr>
<tr>
<td>Child leaving the school</td>
<td>Notify the class teacher and the school office.</td>
</tr>
<tr>
<td>Behaviour or actions of a student other than your own child (in class)</td>
<td>Contact your child’s class teacher.</td>
</tr>
</tbody>
</table>
CONTACTING ME REGARDING CONCERNS OR ISSUES

If there are any issues or concerns you have regarding your child the best form of contact would be to

- Arrange a face to face meeting before or after school.
- Arrange a time in which I can call your phone before or after school.

Either come and see me, call the school or write a note and give it to your child to give to me to organise a time to meet regarding concerns.
THANK YOU FOR ATTENDING

*It is important that we work together to ensure that your child reaches his/her full potential.*

*If you have any questions or concerns please do not hesitate to contact me to arrange an appointment.*