

# STAGE 2

## MEET THE TEACHER 2019

In Stage Two there are 5 classes:

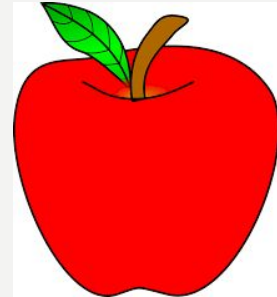
4R: Mrs Rozmeta

4A: Mrs Anthony

3/4D: Mr Dodd

3F: Miss Fitzgibbon

3H: Mrs Haralambous



# SCHOOL BUSINESS

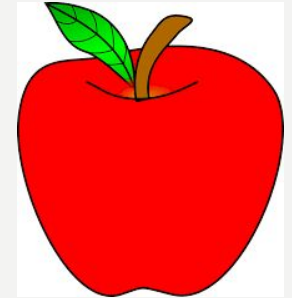
## Absences

- Please provide a note explaining your child's absence on the first day that your child is back at school.
- All absences must be explained within 7 days. After this time rolls are locked and no changes can be made. Absence notes are to be given to your child's classroom teacher.
- If your child is late or is to be collected earlier than usual, a partial absence note needs to be completed by the office and given to your child's teacher.

## Money/Permission Notes

All money and permission notes are to be placed in the black box outside the office. If online payment has been made for excursions or any other school event a permission slip is still required.

# FOOD AT SCHOOL



## Canteen

The School Canteen is open Monday to Thursday (inclusive).

All lunch orders must be ordered via Flexischools.

## Birthdays

We are more than happy for you to bring in food items for your child's birthday. Items that are easily distributed are best. E.g. Cupcakes

*Nut Free Environment- Due to the increase in students with severe allergies we ask that you are mindful when packing lunches for your children.*

# Positive Class Climate and Teaching Philosophy

I believe a teacher has the opportunity to impact on students' lives in a positive way and I aim to:

- Ensure that **student learning needs** are the primary focus of my attention.
- Demonstrate **enthusiasm and the importance** of learning in each Key Learning Area.
- Hold a **positive regard for all students** and ensure that our school values are maintained within the classroom at all times.
- **Believe** in the ability of all students to learn, **expect** all students to learn and **convey** this expectation to students, teachers and parents.
- Create a classroom that is a **welcoming, positive and fair environment** where all students learn from one another and feel comfortable to share their thoughts and ideas.

# **WELLBEING – School and Class Values**

The OPS Student Wellbeing Policy works towards creating an environment where all students, staff and community can work together in a safe, harmonious and educationally productive environment.

In this environment, students are helped to be self-directed, life-long learners who can create a positive future for themselves and the wider community.

OPS sees the Values as being central to developing and supporting our students.

# OPS SCHOOL VALUES

- Integrity
- Respect
- Excellence
- Responsibility
- Cooperation
- Participation
- Fairness
- Democracy
- Care



# WELLBEING – School and Class Values

The consequences of negative behaviour are outlined in a school [thermometer chart](#).

1. If children break school/class rules they are given a verbal warning.
2. If the rule is broken again, they are given class time out.
3. If the behaviour happens again, they receive a **yellow card** and time out with an executive.
4. If the behaviour continues students will receive a **red card**, sent to the executive and a letter sent home.



# WELLBEING – WHOLE SCHOOL APPROACH



## SEVERE TROUBLE - Possible grounds for suspension (Principal's Discretion)

Physical violence resulting in pain or injury  
Possession of a firearm, prohibited weapon or knife without reasonable cause  
Use or possession of a suspected illegal substance (Not alcohol or tobacco)  
Swearing at teacher with intent  
Forming 'gangs' with intent to harm  
Use of an implement as a weapon  
Serious criminal behaviour related to school  
Continual disobedience  
Combination of incidents from Big Trouble

## BIG TROUBLE - Immediate Red card / Reflection Room

1. Continual middle trouble - executive monitoring
2. Behaviour to damage school property
3. Running off from a safe area - playground / classroom
4. Looking over or under toilets
5. Swearing with intent at another student
6. Deliberate name calling or aggressive behaviour towards peers
7. Spreading rumours about others with intent
8. Aggressive backchat to an adult
9. Stealing
10. Spitting at others or at their property
11. Fighting with intent
12. Abuse with intent - social, emotional, physical / cyber bullying
13. Out of school grounds without permission
14. Racist teasing or remarks
15. Inappropriate use of computers / iPads
16. Behaviour that puts others and / or themselves at risk of harm
17. Inappropriate touching of other students
18. Cyber bullying
19. Intentional damage / desecration of school work / books / property
20. Lying to a teacher

## MIDDLE TROUBLE - yellow card / buddy classroom for time-out if needed

21. Continual Little trouble - executive monitoring
22. Climbing on fences or toilet doors
23. Social bullying - leaving others out deliberately
24. Deliberate interference in others games
25. Ignoring teacher directions
26. Being in the school building without permission
27. Continually playing without a hat
28. Aggressive arguing and losing their temper
29. Borrowing without asking

## LITTLE TROUBLE - Warning leading to yellow card

30. Cheating in games
31. Playing with balls in the wrong area
32. Running on the concrete
33. Swearing in a game unintentionally
34. Playing in the toilets
35. Play fighting / rough play
36. Climbing trees
37. Littering
38. Playing with sticks
39. Talking in assembly while a teacher is talking
40. No hat - play in the shade
41. Inappropriate behaviour

ALL BEHAVIOURS MUST BE ASSESSED IN CONTEXT (SOCIAL JUSTICE) & AGE APPROPRIATE (24.2.14)



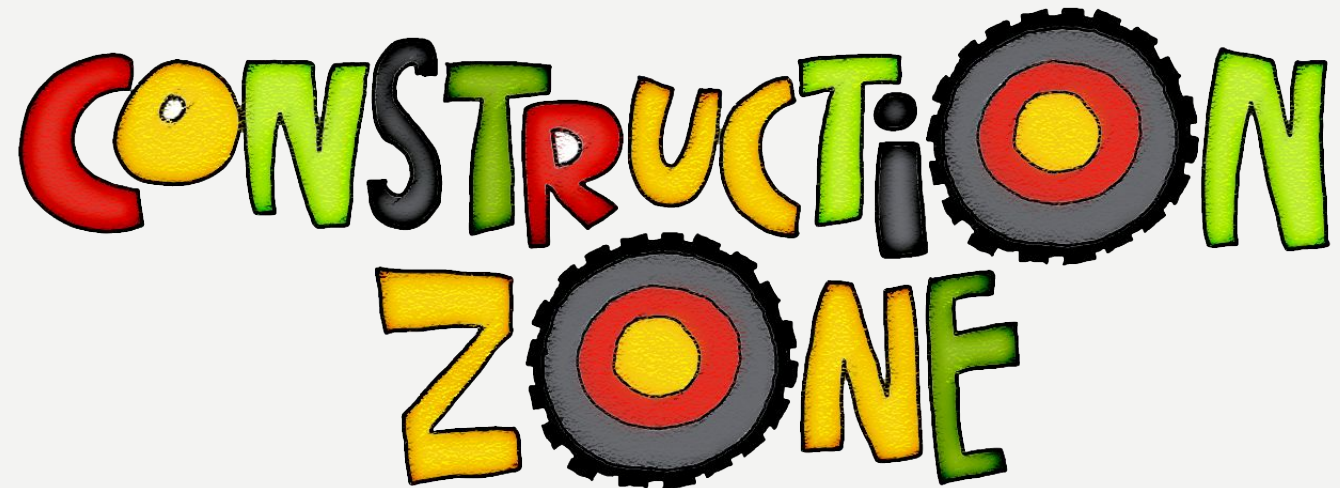
# OPS: SCHOOL PLAN 2018 - 2020

There are 3 main areas we are focussing on for our students this year:

- Knowledge Construction
- Feedback
- Collaboration

# Knowledge Construction

Within our classroom, opportunities are provided for all students to learn by connecting new knowledge with the knowledge and concepts they already know, thereby constructing new meanings.



# Feedback

Feedback is the reflection and evaluation of learning to increase student growth. Feedback comes in different forms and current research supports the pivotal role **effective feedback** has on student learning and engagement.

*"The simplest prescription for improving education must be dollops of feedback."  
John Hattie*



# Feedback

- Focus Groups Sessions

- Goal Setting

- One-to-One

- Colour Coding

- Self-Reflections



- Written Messages (Feedback)

- Voice Recording

- Coaching students to give peer feedback

# Collaboration

Collaboration is a way to learn with others.



Authentic collaboration means students:

- work together on a common task, project or goal
- have equal contribution and accountability
- are dependent on the whole group.

**Collaboration** includes the sharing and refinement of ideas, problem solving, designing, prototyping, testing, evaluating, recording and presenting.

# THINGS TO REMEMBER...

**Italian:** Signora Johnstone

**Scripture:** Wednesday

**Library:** Ms Janic

**Got Game:** Terms 1 and 4 - focus is on Athletics

**School Sport/PSSA:** Friday



# HOMework

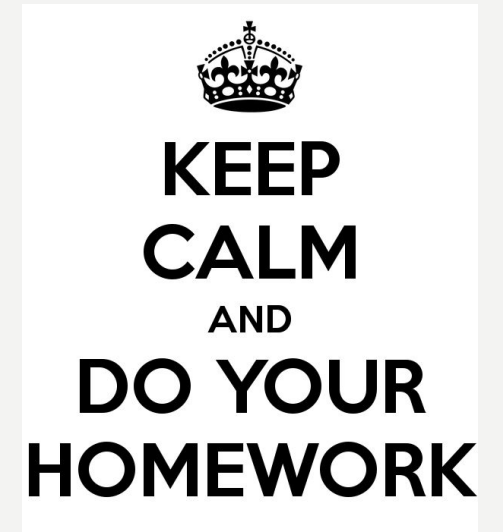
**Daily:** *Reading:* 20 mins.

**Weekly:** Maths worksheet  
English worksheet

## Optional Tasks:

- *Mathletics*
- *Open-ended activity on occasion*

Communicate with the teacher any concerns about the nature of homework your child receives or your child's approach to completing their homework.





# Why reading is so important



## Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

reads 20 minutes per night,  
5 times per week



Travis

reads only 4 minutes per night  
...or not at all



In one week:

100

minutes of reading



20

minutes of reading



In one month:

400

minutes of reading



80

minutes of reading



In one school year (9 months):

3600

minutes of reading



720

minutes of reading



By the end of sixth grade:

21,600

minutes of reading



4320

minutes of reading



Which student would you expect to read better?  
Which student would you expect to know more?  
Which student would you expect to write better?  
Which student would you expect to have a better vocabulary?  
Which student would you expect to be more successful in school and life?  
How do you think each student will feel about himself as a learner?



GREER GENIUS  
RECOGNIZING, NURTURING & CELEBRATING

# Spell-It Program



An explicit approach to teaching spelling which allows for differentiation - it has been developed by MultiLit (*MultiLit is a research initiative of Macquarie University*).

**Spell-It** is a flexible program that assists teachers to plan and implement spelling instruction based on assessment of students' current knowledge. We will be implementing this program in Term 2.

In Term 1, all Stage 2 students have been assessed using the Spell-It 'GAP Analysis'. This has provided teachers with evidence to show areas where students have gaps and allow teachers to work with students to consolidate their knowledge and understanding of spelling rules.

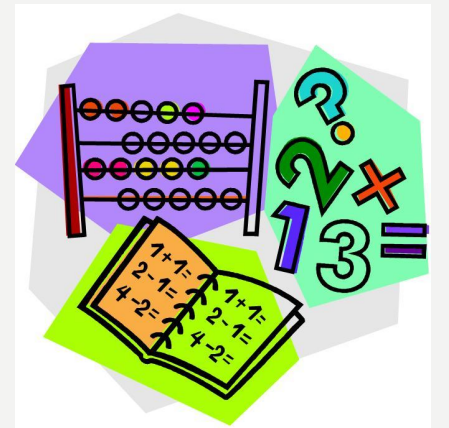
# SPELL-IT



Students taught using **Spell-It** will benefit from:

- improved writing quality and fluency
- expanded vocabulary through improved word knowledge, and
- confidence in their own ability as they learn to apply spelling strategies to unknown words and work out relationships between words.

# Maths program



- Our school has started implementing a rigorous mathematics teaching and learning program backed by current learning research
- Whole class lessons are focused on developing a relational understanding of mathematical concepts
- Allows for differentiation and personalised learning to allow students to investigate at their current level of understanding.

# Writing



- Our aim is to enable students to understand and use language effectively and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.
- Students will continue to use the '**Seven Steps to Writing Success**' strategies
- Students will learn to create well-structured imaginative, informative and persuasive texts in terms of topic, purpose, audience and language by drafting, proofreading and editing.
- The mechanics of writing will be a focus this year.
- Student writing is assessed and tracked each term and personal goals are established as a focus for improvement.

# Technology

Technology is used to complement student learning in the classroom (Not all day is spent using technology)

- iPads / Chromebooks
- Computer Lab
- Lego Robotics
- Google Classroom
- STEM Challenge (Year 4)
- **Coding** *(In Terms 2 & 3 all students will participate in a weekly 40 minute digital technologies program which will be run by an external provider)*



# Integrated Unit - Sustaining our World



- **Key Learning Areas:** Geography, Science, English, Maths, Visual Arts, ICT, Aboriginal & Indigenous perspectives.
- **Students will:**
  - identify and understand their impact on our world,
  - investigate sustainable practices; and
  - recognise that there are differing views on how sustainability can be achieved.



# Key Dates

- **Multicultural Public Speaking Competition:** Term 2 (Years 3 & 4) - Prepared Speech: 3 minutes Impromptu Speech: 1 minute)
- **District Swimming Carnival:** Tuesday 5/3/19
- **PSSA Finals:** Friday 10/5/19
- **NAPLAN**
  - Tuesday 14/5/19: Language Conventions (45 minutes) & Writing (40 minutes)
  - Wednesday 15/5/19: Reading (45 minutes)
  - Thursday 16/5/19: Numeracy (45 minutes)



# Key Dates (cont.)

- OPS Athletics Carnival: Monday 1/7/19
- District Athletics Carnivals:
  - Monday 19/8/19 Field Events
  - Monday 26/8/19 Track Events
- SPAF: 20-22/8/19
- Public Speaking Competition: Term 3 (Years 3 & 4) - Prepared Speech: 3 minutes Impromptu Speech: 1 minute)
- ICAS Competitions (Optional) Term 3



# KEEPING INFORMED

- School Stream app



- Oatley Public School website [www.oatleypublicschool.nsw.edu.au](http://www.oatleypublicschool.nsw.edu.au)
- ClassDojos (to be used by parents to communicate about curriculum issues/questions)
- Subscribe to Oatley Organiser Newsletter



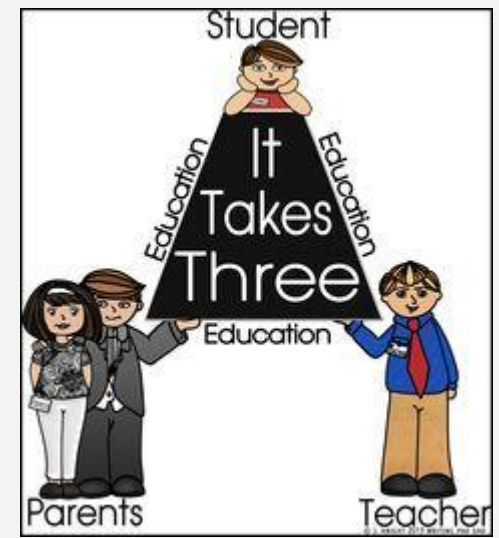
# KEEPING INFORMED

- Parent Teacher Interviews - end of Term 1
- Semester 1 Report - end of Term 2
- Semester 2 Report - end of Term 4

*If you have any concerns you would like to discuss please feel free to contact the office or via Class Dojo and we can schedule a meeting time.*



# Home School Relationship



- Speak positively about school to your child
- Allow your child to be independent - encourage them to be resilient and self-sufficient
- If you have a question or concern please first speak to your classroom teacher
- If the issue cannot be resolved at this level then the Assistant Principal (Joanne Gadaleta) will assist
- If necessary, the Assistant Principal will escalate the issue to the Principal

# THANK YOU!!

Please take a parent homework sheet ('About my child')  
and a ClassDojo parent code before you leave.

