

2024



Welcome to LPS

# Welcome to 5/6H



Teacher: Mrs Judy Harris

# Year 3-6 Team 2024



## Assistant Principals

## Stage 2 Teachers

## Stage 3 Teachers

### Stage 2

- Athina  
Ma la kona kis

### Stage 3

- Gregg Walker

2/3M - Mrs  
Ma la kona kis

3/4D - Mrs Dow

3/4F - Miss Fla n a g a n

5/6H - Mrs Harris

5/6F - Mr Finneran

5/6W - Mr Walker

# Specialist and Support Team

- Assistant Principal Curriculum and Instruction - Mrs Loh
- Teacher Librarian - Mrs Dufty
- EAL/D - Ms Jones
- LaST - Ms Maloney
- RFF - Mrs Androulakis
- Executive RFF - Mrs Anastasiou
- SLSO- Mrs Targett, Mrs Ryan and Mrs Wootton
- Student Welfare and Support Officer - Miss Savage
- School Counsellor - Ms Burgess

Year 1 &



*The Support Team works with our 3 -6 students to provide support in learning and wellbeing. A parent referral is needed to access wellbeing support.*

# Curriculum Key Learning Areas



Stage 3



Please follow the links above to learn more about the primary curriculum.

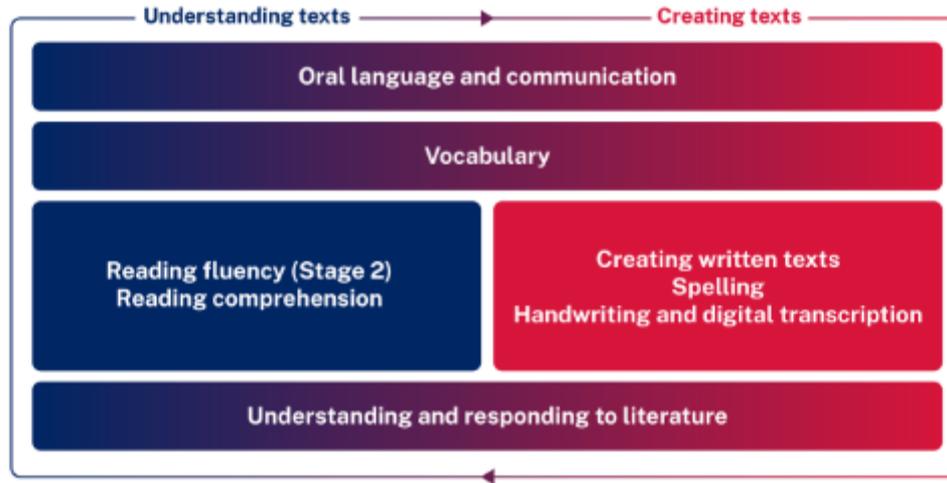
# Stage 3 Year Overview

KLA	Term 1	Term 2	Term 3	Term 4
ENGLISH	<b>Mentor Texts:</b> <u>Narrative:</u> The Wild Robot – Peter Brown <u>Genre:</u> Bright New World: Building a Better Planet – Cindy Ford, Bethany Lord	<b>Mentor Texts:</b> <u>Argument and Authority:</u> One Small Island – Allison Lester, Coral Tulloch <u>Spotlight</u> – Solli Raphael	<b>Mentor Texts:</b> August & Jones – Pip Harry	<b>Mentor Texts:</b>
MATHS	<b>Content Focus:</b> <u>Unit 1:</u> Multiplicative Thinking <u>Unit 2:</u> Additive Strategies <u>Unit 3:</u> Measurement <u>Unit 4:</u> Fractions <u>Unit 5:</u> Representing Data	<b>Content Focus:</b> <u>Unit 1:</u> Additive Strategies <u>Unit 2:</u> Multiplicative Thinking <u>Unit 3:</u> <u>Unit 4:</u> <u>Unit 5:</u>	<b>Content Focus:</b> <u>Unit 1:</u> <u>Unit 2:</u> <u>Unit 3:</u> <u>Unit 4:</u> <u>Unit 5:</u>	<b>Content Focus:</b> <u>Unit 1:</u> <u>Unit 2:</u> <u>Unit 3:</u> <u>Unit 4:</u> <u>Unit 5:</u>
GEOGRAPHY	<b>Factors that Change Environments</b> - Environments Shape Places - Bushfire Hazard	Diverse and Connected World - Asia		
HISTORY			Australian Colonies	Rights of People
SCI-TECH	<b>Living World</b> Explains how food and fibre are produced sustainably in managed environments for health and nutrition.	<b>Material World</b> Explains how the properties of materials determine their use for a range of purposes.	<b>Digital Technologies</b> Explains how digital systems represent data, connect together to form networks and transmit data.	<b>Physical World</b> Investigates the effects of increasing or decreasing the strength of a specific contact or non-contact force.
CAPA	<b>Visual Arts</b> <u>Painting, Drawing and Digital Artworks:</u>	<b>Drama</b>	<b>Visual Arts</b> <u>Construction and Sculpture</u>	<b>Dance and Music</b>
PE	How can we adapt and perform movement skills in different situations? <u>Links:</u> Fundamental Movement Skills, Live Life Well @School, PSSA, Best You Can Be, Smiling Minds	How can I develop a wide range of skills while moving? <u>Links:</u> Athletics Skills, Best You Can Be, Bounce Back	What challenges me? <u>Links:</u> Gymnastics, Fundamental Movement Skills, Live Life Well @School, Best You Can Be	What challenges me? <u>Links:</u> Fundamental Movement Skills, Live Life Well @School, Best You Can Be
PDH	How can I contribute, build and maintain a safe, supportive, respectful and inclusive environment? <u>Links:</u> Child Protection, Bounce Back, PBL, Best You Can Be, Smiling Minds	How can I support others? How can I enhance my health, safety and wellbeing? <u>Links:</u> Child Protection, Bounce Back, PBL, Best You Can Be, Smiling Minds	How am I changing and who can support me with change? <u>Links:</u> Child Protection, Bounce Back, PBL, Best You Can Be, Smiling Minds, Integrate Program	How can we ensure our safety in outdoor environments? <u>Links:</u> Road Safety, Water Safety, Best You Can Be, Smiling Minds, PBL

# Curriculum Reform 3-6 English



English  
3-6



# Curriculum Reform- 3-6 Mathematics



## 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

# Curriculum Key Learning Areas (KLAs)

## English

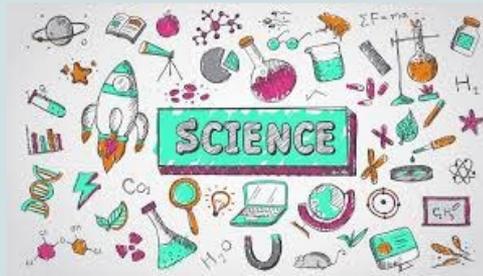
- Reading Fluency and Comprehension
- Phonic Knowledge, Spelling and Vocabulary
- Creating Written Texts
- Oral Language and Communication
- Responding to Literature
- Handwriting and Digital Technologies

## Mathematics

- Number and algebra
- Measurement and space
- Statistics and probability
- *Working Mathematically*

## Science

- Through studying Science and Technology students explore scientific and technological concepts and gain knowledge and understanding of the world. They develop skills in conducting scientific investigations and designing and producing solutions through learning about the Living World, Material World, Physical World, Earth and Space, and Digital Technologies.



# Curriculum Key Learning Areas (KLAs)

## History

- The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

## Geography

- The aim of Geography is Years K - 10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people places and environments across a range of scales in order to become more informed, responsible and active citizens.



# Curriculum Key Learning Areas (KLAs)

## P.D.H.P.E.

- Personal Development and Health
- School and Class Expectations
- *Bounce Back including Anti -bullying and Mindfulness*
- Drug Education, Child Protection, Road Safety, Healthy Lifestyles

## Creative Arts

- Dance
- Drama
- Music
- Visual Arts



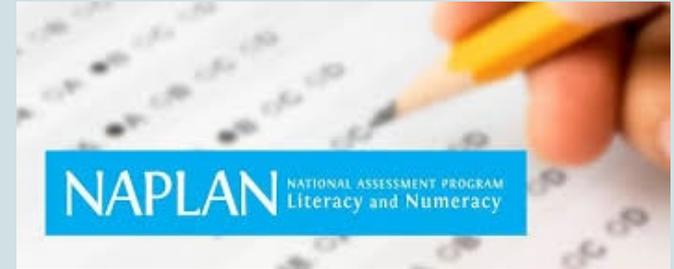
## Other

- Information and Communication Technology (ICT)
- Library
- Special Religious Education and Ethics



# Naplan 2024

## Yr 3 & 5



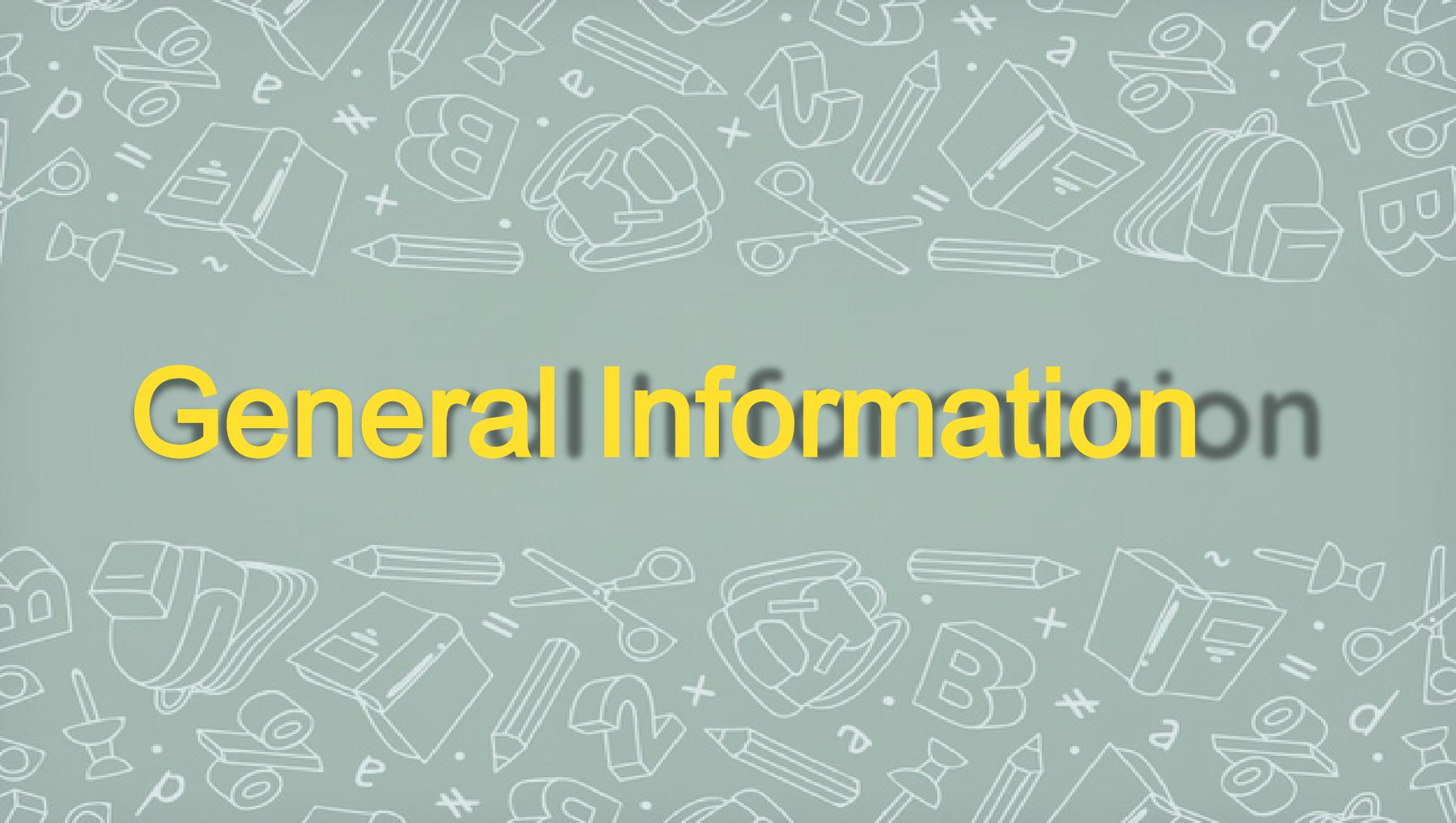
Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the relevant testing window.

NAPLAN 2024 Online tests: 13th - 25th March (Term 1 Weeks 7 - 9)

# Check In Assessment Term 3 2024

## Check-in assessment

- Weeks 6 to 9
- Years 3, 4, 5 and 6

The background is a light green color with a repeating pattern of white line-art icons. These icons include various school supplies such as pencils, scissors, a backpack, a pencil sharpener, a ruler, and a stapler. Interspersed among these are lowercase letters 'a', 'b', and 'c', and mathematical symbols like a plus sign, a percent sign, and a hash sign. The icons are scattered across the entire page, creating a busy, educational-themed background.

# General Information

# Student Wellbeing

## Positive Behaviour for Learning (PBL)

- Whole school approach to setting the expectations for student behaviours
- Teachers will be giving explicit lessons on the behaviours that are expected of them
- Each week there will be a focus area for the whole school

The expectations are:

- ★ Learn Always
- ★ Participate Safely
- ★ Show Respect



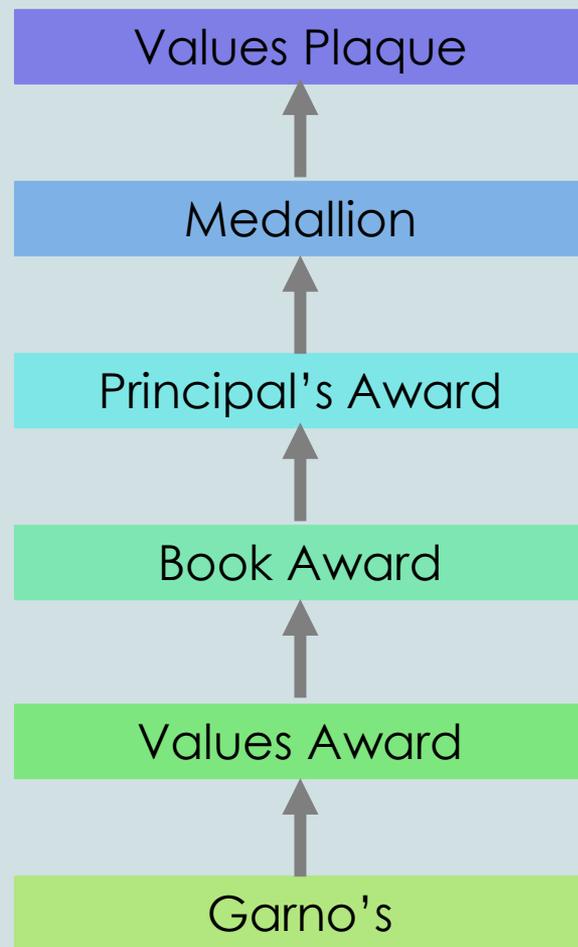
# Student Wellbeing

- Positive behaviour is rewarded by **Blue, Yellow and Green Garnos** that represent ( *Learn Always, Participate Safely and Show Respect* )
- 10 Garnos = 1 LPS Values Award
- 5 LPS Values Awards = 1 Principal's Award
- Every set of 3 Principal's Awards = 1 Book Award
- 5 Principal's Awards = 1 Values Medallion
- 10 Principal's Awards = 1 LPS Excellence Plaque



# Wellbeing at a Glance

- School Core Values (LPS)
- Student Expectations Matrix
- Specific lessons in class
- Bounce Back - a resilience program
- Anti Bullying - even terms
- Mindfulness



# Student Behaviour

- Our staff hold high expectations for student learning, wellbeing and behaviour
- A new DoE Behaviour Policy has clear guidelines around student safety, respect and engagement, and impact on teaching and learning.
- Our approach is, **Positive, Safe, Respectful, Inclusive**
- Establish, promote and reinforce expectations for behaviour in class, on the playground and around the school
- Prevent and respond to student behaviours of concern
- Restorative practices, detention and reflection



*Parents and carers play an important role in our school community. Student wellbeing is enhanced when the school and families work in partnership. The Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.*

# Mobile Phones, Smartwatches and Devices

The Department of Education has clear guidelines around the use of mobile phones and smartwatches. Please see link below.

[Student Use of Mobile Phones in Schools](#)

Our school's expectations are outlined in our *Mobile Phone and Smartwatch Policy Agreement*

This applies to all devices where communications and recordings may be made, including junior versions of a smartwatch, and walkie talkies.

**LUGARNO**  
*Public School*

**Mobile Phone and Smart Watch Policy Agreement**

The safety and security of students as they travel to and from school is a genuine concern at Lugarno Public School. We understand that many students carry mobile phones or smart watches to use outside of school for contacting parents and caregivers. However, as the majority of these devices are capable of accessing the internet we must treat them accordingly.  
The devices in question are those that:

- Have a sim card and are able to contact people without the use of school wifi.
- Are internet enabled (i.e. 3G, 4G 5G etc).

**Student Responsibilities**

1. The student takes full responsibility for his or her phone or Smartwatch. While every effort is made to ensure their security, the school and its staff take no responsibility for loss, theft or damage to the phone either at school or in travel to and from school.
2. The student is responsible for the proper care of his or her phone or Smartwatch including any costs of repair, replacement or any modifications needed to use the device at school.
3. The student will hand their phone or Smartwatch into the school office upon arrival (between 8:30am & 9:00am) in a small pencil case sized bag with the student's name on it provided by the student. Phones and Smartwatches are to be switched to silent. Students must collect their phone or Smartwatch from the front office at the end of the day.

**Usage**

4. The student agrees to respect the right to privacy of others and will not record audio, video, or take images of other students. The student is reminded that filming or sharing images of others against their will is illegal.
5. The school reserves the right to inspect a student's phone or Smartwatch if there is reason to believe that the student has violated school policies, school rules or has engaged in other misconduct if caught using the device at school.
6. Violations of school or class rules involving a student's phone or Smartwatch may result in disciplinary action.

As a student I understand and will abide by the above conditions. I further understand that any violation of the above may result in disciplinary action.

As a parent, I understand that my child will be responsible for abiding by the above conditions. I have read and discussed them with her/him and they understand the responsibilities they have in the use of their personal device.

I give my child (name) \_\_\_\_\_ of class \_\_\_\_\_ permission to bring the following mobile device to school each day \_\_\_\_\_

Device Serial Number \_\_\_\_\_

Device Phone number \_\_\_\_\_

Student's Signature Date \_\_\_\_\_

Parent's Signature Date \_\_\_\_\_

# Non DoE Online Gaming - Social Media - Messaging

We understand that a number of Stage 3 students enjoy playing and communicating with their friends through a range of online apps and games at home. Whilst student use of these platforms is at the discretion of the parents, we ask that you be **hyper vigilant** and closely monitor graphics, text and audio while your children engage with these. Unfortunately, problems that arise online outside of school hours flow back into school resulting in unwanted learning disruptions.

Please note official DoE Apps such as Google Classroom and Minecraft for Education are closely monitored.

# Making Appointments

- Please see the class teacher first for any issues of concern
- An appointment may be made by contacting the school.



# Absences

- SENTRAL will automatically push out unexplained attendance notifications. Please ensure you have downloaded the *SENTRAL for Parents* App and update your details via the office. Please see or call our office for SENTRAL help.
- A note explaining the reason for your child's absence is required within 7 days
- These notes may be submitted online via SENTRAL or to your child's teacher. We are phasing out the option of submitting absences via the link on our school website
- Attendance is regularly monitored by the school and a *Home-School Liaison Officer*

## Partial Absences

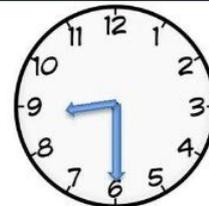
- Please try to avoid, where possible, appointments during school hours
- It is also important to be punctual to school

# EVERY MINUTE COUNTS....

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...
10 minutes a day	50 minutes of learning each week	Nearly 1½ weeks per year	Nearly ½ a year of school
20 minutes a day	1 hour and 40 minutes of learning each week	Nearly 2½ weeks per year	Nearly a year of school
½ hour a day	½ a day of learning a week	4 weeks a year	Nearly 1 ½ years of learning
1 hour each day	1 whole day of learning each week	8 weeks per year or nearly a term a year.	Over 2 ½ years of learning

*Your child's best learning time is at the beginning of the day...*

**Check the time  
your school  
starts.  
DON'T BE LATE!**



# Communication

- Lugarno Public School Facebook page - regularly updated with the most current information, news and events
- Fortnightly Newsletters -online
- LPS Website
- *SENTRAL for Parent App.*
- Most notes are emailed out on a Tuesday
- A list of notes sent home is included in the newsletter -please check



# Payment Policy

- Payments may be made online (see school website)
- A black letterbox is at the front office; any money/notes are to be dropped off there at the beginning of the day
- Due date is strictly adhered to
- Please contact school immediately if unable to pay to avoid disappointment

# Interviews and Reports

- Interviews will be in Weeks 10 and 11, Term 1
- Semester One Reports sent home at the end of Term 2
- Semester Two Reports sent home at the end of Term 4
- Contact the class teacher for an appointment, if there are any concerns with your child's progress or wellbeing.



# P & C

- The P & C is a group of parents and carers who volunteer their time and skills to assist the Principal and the school in order to enhance the school experience and learning environment for students. This involves running the school canteen, uniform shop and numerous fundraising activities.
- Please see the P&C's fortnightly newsletters for current events and information, and if you would like to join.
- Meetings are held on the **third Wednesday of each month** commencing at 7pm. Please check the school newsletter and website for meeting locations.



# Class specifics:

## Monday:

\*Sci-Tech

## Tuesday:

\*Senior Dance

\*Special Religious Education/Ethics

## Wednesday:

\*Library

## Thursday:

\*PSSA Training 8:10am

\*Homework (due in fortnightly)

\*PE (students to wear sports uniform)

## Friday:

\*Training and Performing Band

\*School Sport & PSSA (students to wear sports uniform)

\*Assembly & Buddies (on alternating weeks)

\*\*\* All **payments** can be paid **online**. You may have credit from 2023 that can be used.

\*\*\* All **money in envelopes** are to go to the Office before school.

\*\*\* Please be prompt in returning **absence notes**. Notes can be emailed to the school.

\*\*\* Please **apply for extended leave** if going on holiday during the school term.

# Homework

Will begin next week.

- Homework will be given out on a Monday and returned 10 days later on a Thursday.
- We encourage students to complete all activities.
- Google Classroom platform
- We encourage you to listen to your children read aloud to you twice a week.
- We read everyday at school and encourage our students to bring in, or borrow from the library, quality literature that is also read at home each night.
- Reading, Writing, Vocabulary, Mathletics, Creative Arts, Self-reflecting, PE and helping around the home
- Homework is highly encouraged for high school preparation

|

Your homework is due on Thursday 07/03/22

Homework Grid

Term 1 Weeks 5-6

If you have any problems with this homework, please see your teacher as soon as possible to get support. If you need any resources, see your teacher: **REMEMBER** to ask for help if you do not understand it. It is OK not to know what everything means, because there is always someone to help!

### Creative Arts/ Writing

#### Create a handmade paper Travel Brochure

Read the handout you have been given on this task. Follow the directions carefully.

Examine and read an assortment of travel brochures (hard copies and on-line). Think about the questions on the handout.

Begin to design your brochure in your homework book. Follow the directions on your handout. There are 6 steps that you need to take that the teachers will want to check. Read the detailed information on your handout.



### Self-Reflecting

Everyday write one sentence about something you have learnt at school. It is important to reflect on what you have learnt as it helps you remember things.

Mon  Tue  Wed  Thurs  Fri

Mon  Tue  Wed  Thurs

### Reading

Read for 15-20 minutes every school night. Try and read a variety of things! Complete two of the following activities after reading:

Read out aloud to a sibling, parent or friend. What did they think about what you read? What did they think about how you read (were you expressive?)?

What was the most exciting part that you read?

What did you read in the book that reminded you of another book?

Fiction: At the end of a chapter, predict what you think will happen next.

1. Choose an Indigenous Australian place of significance
2. Who is your audience?
3. What is the purpose?
4. What are the qualities of a good brochure?

5. Specific topics of information.
6. Layout.  
SAMPLES OF OTHER BROCHURES HAVE BEEN INCLUDED

### Vocabulary

Read newspapers, magazines, articles, books and brochures. Choose 5-10 words you do not know

Find out what they mean

Go on a hunt and see if you can find the same word in other reading materials

Use the word in as many conversations as possible

See if your teacher, parents can say the word in a sentence too.

### Mathletics

Can you earn a bronze certificate this week in Mathletics?



### PDHPE

Club Training

Go for a walk or jog

Do 10 sit ups everyday

Eat a healthy breakfast

Practise your dance moves!

### Housework

Wash or dry the dishes

Make your own lunch

Help prepare dinner

Clean your room!

Parents to sign \_\_\_\_\_

# Selective High School Assessment

This year the SHS Placement Test for 2024 intake is scheduled for **Thursday 4th May**. Term 2, Week 2.

More information will be available soon and will be passed on to families who expressed interest for their child/ren to sit the exam.

Around term 4, an *Intention to apply for Year 7 placement in a selective high school in 2024* will be distributed to Year 5 families.

# High School Applications for 2024 intake

High school applications are usually sent home around Week 7 this term. More information to come.

# Camps and other excursions

No excursions planned at this point.

This year the Stage 3 camp we are looking at going to Bathurst to visit the goldfields, Term 3, week 4 August 14-16

We will keep you informed when the final decisions and information is finalised.

# Finally

If ever there is a problem that arises, please get in contact. I want to support your child as best I can.

The best way to contact me is by leaving a message for me at the front office or sending in a note.

I would like to thank all the parents and children for the smooth start to the year and for your assistance in helping supply some basic stationery as well as covering books in contact. I have thoroughly enjoyed getting to know your children over the last week and I am looking forward to a constructive and fun year.

## Leave notification

A note was sent home last Thursday informing you that I will be on 3 weeks leave as from this Thursday, 15 February until Wednesday, 6 March.

Miss Clarissa Hamdi will be taking the class for this duration and will follow the normal class teaching program in my absence.

Ms Hamdi is an experienced Stage 3 teacher and we welcome her to the class. Please don't hesitate to seek her if you have any questions or concerns.

Here's to a great year!

**Judy Harris**



**Q and A?**