

Level 3/4 Information Evening

Term 1, 2022

4J - Simon Judkins

4WT - Ilana Tusia (Mon – Tue) Sarah Woods (Wed – Fri)

3/4BM - Linda Bett (Mon - Wed) Adrienne Meer (Thur – Fri)

3E – Caroline Eaves

Educational Support Staff

Andy Pullar, Fiona Schwass

Deb Oakey, Jo Hewett

Chrissie Sandford-Ricci

CRPS Instructional Model

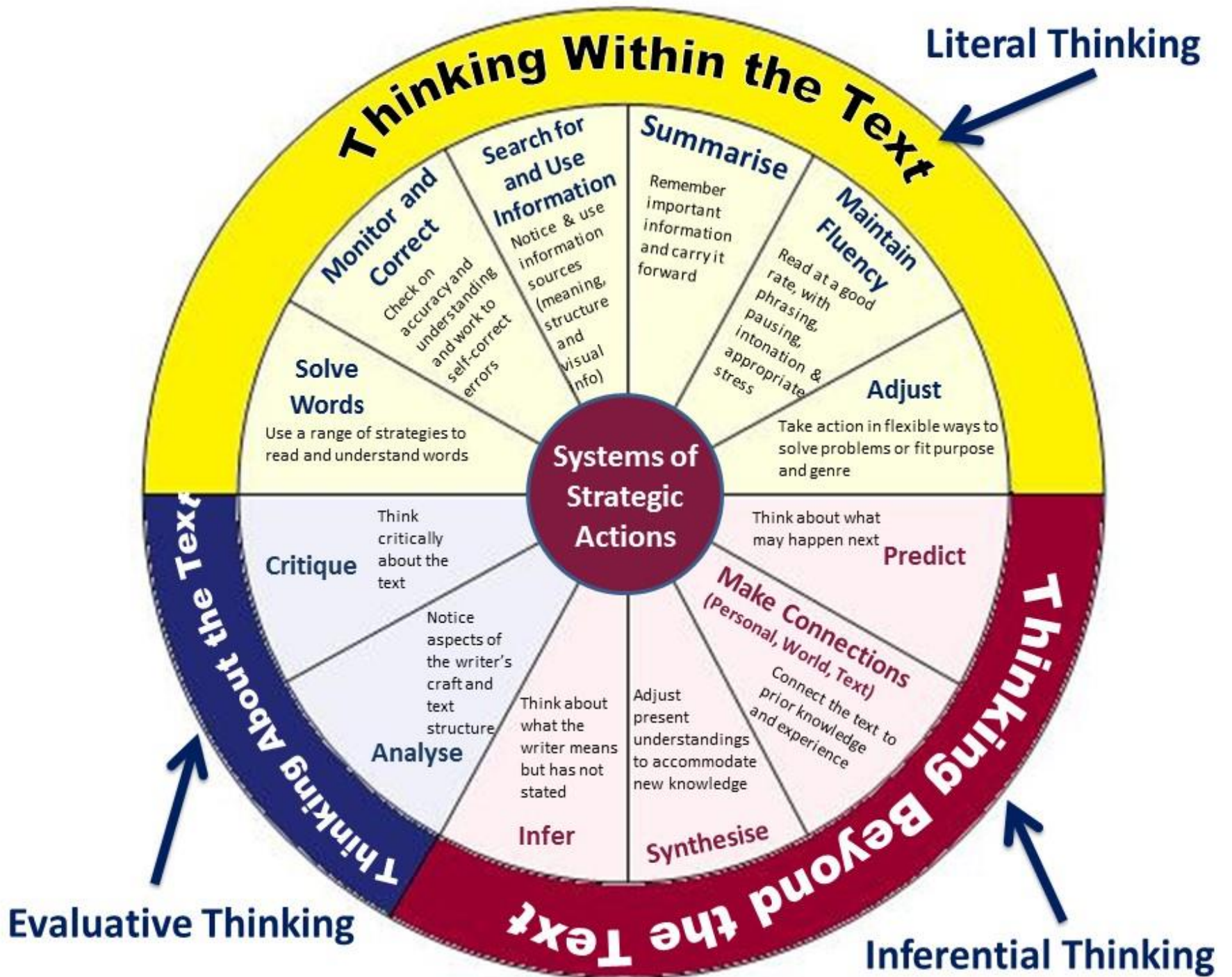


How we teach reading

- ❖ Developing a love of reading
- ❖ Reading a rich variety of quality literature
- ❖ Independent reading/reading to self
- ❖ Explicit teaching of reading strategies
- ❖ Using a variety of instructional methods:
 - Shared reading
 - Modelled reading
 - Think Aloud
 - Conferencing and individual goal setting
 - Strategy groups and Guided Reading groups



Tracking thinking - Students are also required to track their thinking at different times, and are taught a variety of ways in which to do this.



How we teach writing

All lessons follow the CRPS Instructional Model

- Methods of instruction:
 - Modelled writing
 - Shared writing
 - Conferencing
- Purpose for writing:
 - to entertain
 - to persuade
 - to inform/explain
- Handwriting
- Writer's Notebooks
 - Writing Seeds' and ideas
- The writing process:
 - Pre-writing
 - Drafting
 - Revising
 - Editing
 - (Evaluate)
 - Publishing



How we teach spelling

- ❖ pre-test all students
- ❖ identify errors/specific rules & strategies
- ❖ work with individuals or small groups with similar needs

Methods of Instruction:

- ❖ look at specific spelling rules & strategies
- ❖ parts of speech – nouns, verbs, adjectives, for example
 - ❖ word meanings
 - ❖ using the word in context
 - ❖ words with same letter pattern
 - ❖ prefixes & suffixes
 - ❖ antonyms & synonyms
 - ❖ base words & word building



Speaking & Listening

- Classroom and Specialist opportunities:
 - Shared reading
 - Conferencing
 - Whole class/small group discussion
 - Circle time
 - Small group work e.g.. a QUEST group
 - Formal upfront presentations
 - Pair discussion



Developing Inquiring Minds – The QUEST

EVEN YEARS

- Term 1 – Concept:** Choices
Focus: Government – rules and laws
Curriculum: Civics and Citizenship, History
- Term 2 – Concept:** Reactions
Focus: Whizz, Fizz, Pop
Curriculum: Chemical Science
- Term 3 – Concept:** Inspiration
Focus: Science Endeavours
Curriculum: Science as a Human Endeavour
- Term 4 – Concept:** Life and Living
Focus: Oceanography
Curriculum: Biological Science

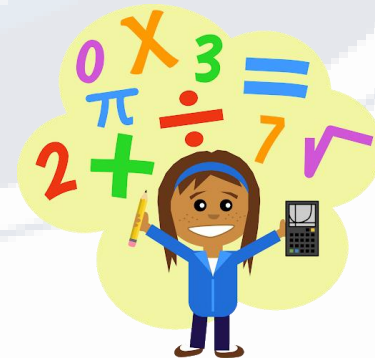
ODD YEARS

- Term 1 – Concept:** Identity
Focus: Australian History – Indigenous Australians, First Fleet, Convicts
Curriculum: Civics and Citizenship, History
- Term 2 – Concept:** Energy and Forces
Focus: Forces and Magnetism
Curriculum: Physical Science
- Term 3 – Concept:** Connections
Focus: Climate and Environmental Diversity
Curriculum: Geography
- Term 4 – Concept:** Exploration
Focus: Earth, Sun and Moon
Curriculum: Earth and Space Science, Geography

Mathematics

Across Level 3/4

- Use a consistent lesson structure - instructional model
- Essential Assessments – pre/post testing
- Maths classes change throughout the year depending on each student's point of need across the different areas of mathematics. This means that the concepts being taught match each student's needs and are grouped with other like-minded students
- Students work in a variety of ways - aiming to build upon all 4 areas of mathematical thinking: understanding, fluency, reasoning and problem solving
- Use a variety of hands on materials
- Mathematics



Digital Technologies

What DT looks like at Level 3/4:

- Safe computer usage – including Cyber Safety and how to use different types of technology safely
- All computer usage at school is supervised and structured to enhance student learning
- Learning to use a range of devices, including cameras, netbooks and iPads
- Learning how to create, store, save and retrieve files correctly
- Using Microsoft Office programs (e.g. Word, PowerPoint, Publisher and Excel) to present ideas and learning
- Developing research skill with the use of technology

STEM

What STEM looks like at Level 3/4:

- Code.org – blocky code, extending into python where necessary
- Spheros
- Design and technology – engineering and mathematics concepts
- Science – inquiry-based with incursions/excursions
- Embedded into overall learning and inquiry units
- Access to STEM room and resources

Seesaw

This is our student to parent communication portal.

Students share snapshots of their work throughout the year, covering a variety of subjects and classes.

You will get an email shortly asking you to join seesaw. Once you do this, you will be able to see any work your child has added. You will be able to leave a comment for them, if you wish.

Once signed up, you will receive an email whenever something new gets posted.

You can expect 4-5 pieces of work per term.

Homework

- All students will receive a new student journal to keep track of their homework.
- Homework is set/given out on a Monday and returned on Friday.
- The homework expectations for students in Levels 3/4 are:
 - Reading 4 times a week for 20-30 mins (recorded in journal)
 - Tasks from the journal which will have a wellbeing focus (optional)
 - A maths revision sheet or Mathletics
- The main purpose behind homework is the building of time management skills.



CRPS Whole School Wellbeing Program

- School values – Respect, Resilience, Responsibility, Optimism
- Wellbeing program focus
 - relationships
 - how to make and keep friends
 - social skills for the playground
 - teamwork
- Circle Time
- Digital Wellbeing (esmart)
- Lunchtime activities & Buddy Bench corner, Wellbeing Captains, Peer Mediators

Attendance is important for your child's learning

Just a little bit late doesn't seem much but.....

He/ She is only missing just....	That equals....	Which is.....	and over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly <u>Half a year</u>
20 minutes per day	1 hour 40 mins per week	Over 2.5 Weeks per year	Nearly <u>1 year</u>
Half an hour per day	Half a day per week	4 Weeks per Year	Nearly <u>1 and a Half years</u>
1 hour per day	1 day per week	8 Weeks per year	Over <u>2 and a Half years</u>

Excursions / Incursion / Camps

- Level 4 - Bike Ed - Term 4
- Level 3/4 Camp – Phillip Island – Term 4
- Excursions/Incursions – throughout each term



Other School-based Activities

- ICAS - August
- NAPLAN (Level 3) – Begin 11th May. Online this year.
- Science Talent Search
- Swimming – Term 1
- Cross Country – Term 2
- Athletics – Term 3
- Swimming Lessons – Term 4
- Choir



COMPASS

School Manager

We use Compass as a means of communication between classroom teachers and parents.

If you would like any further information about Compass, see the Office.

Please check Compass regularly for upcoming events and to log absences

School Newsletter - available from school website and notification on Compass.

Welcome to the Camelot Rise Primary School Portal

Use the links listed for each of your children to explore the portal. Please keep your mobile phone number and email address up to date ([Tools > Update My Details](#)). The school will use this to contact you regarding attendance, events, news and more.

- Profile (Attendance, Schedule, Reports)
- Send email to [redacted] teachers
- Add Attendance Note/Approval (Approved Absence/Late)**
- View Academic Reports
- Book Parent Teacher Interviews

Specialist Programs

- **French** - Rosemary Thom
- **Performing Arts** – Deb Hong
- **Physical Education and Sport** – Cameron Stillman
- **Visual Arts** - Rosemary Thom (F - 2)
- **Visual Arts** – Deb Hong (3- 6)

Thank you

Question & Answer time

