Welcome to our parent information evening for 2014. As you are all aware this year we have 3 stage classes and an across stage class of 4/5 students who will be taught by Mr Ross. Having these classes allows us the opportunity to work collaboratively and provide a curriculum which reflects a wide range of experience. Each week we meet to discuss and plan lessons, assessments and future directions. Tonight we will give a brief overview of our expectations in the 6 KLA’s as well as daily routines.

Stage 2 Timetable

- **Library borrowing days will be advised.**
- Ms Collin is our RFF teacher and will be teaching Science
- Friday is our Sports day (10-11) and children are to wear their sports uniform and make sure they have their hat with them.
- All assessment and tracking data in numeracy and literacy have been passed on to this year’s current teachers.
- Our classrooms will reflect the 6 Core Values. Our first for the year is Responsibility. We will develop class learning attitudes in the near future. Learning attitudes compliment our Core Values and give the student/teacher a common language to enhance their learning. Eg. Self-control, have a go.
- **Our RFF time is**

  3/4 T Friday  11.50-2.15  
  3/4 R Tuesday 11.50-2.15  
  3/4 B Thursday  9.00-11.00

Please contact your child’s teacher to make an appointment if you have any concerns regarding learning, behaviour or social issues.

- Whole School Assembly will be held every second Monday afternoon (even weeks) from 2:00pm in the school hall.
- Scripture is on Wednesday.
- Banking is on Monday.
- Uniform is expected to be worn each and every day unless it is a special occasion and you will be notified in writing. Our school has a “No hat, No play” policy.
- School Newsletters will be now sent home every week. We are trialling the effectiveness of this system for term 1. Please keep these in a safe place as they contain a lot of organisation information regarding events, dates and times.
- Stage Newsletters will be written twice a term unless there is anything special to advise you of.
- If your child is absent for any reason please send in a note explaining the absence on the day your child returns. It is extremely important that your child attends school most days. It is also very important that they be on time in the mornings. All absences must be recorded and teachers are required by law to follow up absences. Do not let your child sign themselves in when they are late. They must be signed in by an adult. Please help us reduce the
amount of time spent on roll keeping and be prompt with both attendance and explanations for absences. If your child is sick please keep them at home.

- Please label all items of clothing and lunch boxes etc so they can be returned easily. Water bottles are allowed in the classroom for drinks during lesson times but these must be filled with water only.

COMMUNICATION
This year we are trialling a new and exciting way to improve our communication with parents. We have purchased a ‘Home Learning and Communication Book’ for each student. This book needs to be kept in the student’s bag each day. It has plastic sleeves to allow for the safe passage of notes, newsletters etc. Teachers and students may write special reminders and notes to parents and carers. In order to make this system successful you will need to check the book regularly and help your child get into a good routine by keeping it in their school bag.

PROGRESS FOLDERS
We will be creating a ‘working folder’ that will provide a snapshot of your child’s progress throughout the year. The students will use many of the work samples and assessment tasks in their Progress Folders to write their medals and missions for future learning. The Progress Folders will be sent home during term 1 and 3 to provide you with information about your child’s progress and learning attitudes.

LITERACY
This year Stage 2 will learn and consolidate the comprehension strategies promoted by the “Focus on Reading” course that Cambewarra teachers participated in last year. Strategies will be explicitly taught and students will then be able to choose the strategy that best helps them.

Those students who have not yet completed the guided reading levels will be provided with a guided reader and supplementary home readers. The guided reader is the text the student is working on in class. Home readers should be in the student’s practise zone and should allow students to develop confidence in reading. These readers should be a few levels lower than the class reader to enable the student to read confidently thus increasing fluency and accuracy.

If you are finding the level of the home reader to be challenging for your child please contact your teacher via note. The home readers can be swapped once read. Please keep the reader for a little longer if you feel it is necessary. Re-reading is a great strategy for practising fluency. We encourage all students to read daily.

NOTE- Readers are not yet ready to be distributed as yet due to unforeseen circumstances.

All readers must be kept in a folder in the child’s bag so that they can be used each day in the classroom. All home readers will be bar-coded so that the school has accountability for this expensive resource. It is also very important that these books are protected as much as possible so could you please have a plastic folder for them.

Our literacy mornings will therefore look something like this: explicit teaching/revision of a specific reading strategy, independent reading activities using a
variety of reading tools, changing readers, reading to the teacher, spelling activities, proof reading exercises, phonics exercises, talking and listening and writing activities – not every one on every day! As you can see these mornings will be very busy and require the children to be fairly independent in their work habits.

Our focus for this term will be Persuasive texts and Narratives in preparation for Year 3 NAPLAN testing early in Term 2.

SPELLING
This year our spelling words are divided into four categories:

• **Visual** - words that don’t follow spelling rules, you just need to know what they look like.
• **Phonological** - words that follow a rule, sound the same and/or look the same.
• **Etymological** - words that are from a similar origin, eg from the word tri we get triangle, triathlon, tripod, etc.
• **Morphemic** - words that change in some way, eg run, running, ran.

(Each of these categories will not necessarily be covered every week)

Your children will be given a selection of words based on grade core lists, class phonics focus, unit words and their own personal list. Lists will be differentiated and tailored to each students needs. This will be in the form of a spelling sheet which will form the basis of spelling homework. The sheet will be handed out on Friday and glued into the ‘Home Learning and Communication Book’.

HOMEWORK- Home reading, spelling, maths activities
The most important aspect of homework for many students will still be daily reading. If you don’t have time for any other homework, please listen to your child read their reader.
Students should practise their spelling words each night. Don’t forget the ‘Look, Say, Cover, Write, Check’ method for learning spelling.

For Maths homework we will start with tables. If your child finds this difficult practise skip counting. Rote learning of tables is important. There are lots of CDs to help with this. Later the children will be given a variety of practical maths activities which will revolve around problem solving. We will practise the strategies for problem solving and the setting out of answers in class. This information will be provided to you. Please help your child to set their work out neatly and clearly with adequate space.

We will also register the students on “Study Ladder” and will paste their passwords into their “Communication” books. This program is free and covers a wide range of Literacy and Numeracy activities.

MATHS
In Maths our aim is to build confidence through meaningful experiences and enjoyment. We also want to emphasise mathematical thinking by giving the children the opportunity to look at maths in the real world. Over 2013, staff developed a wide range of differentiated learning activities and assessment strategies to meet the needs of all students. We will be implementing the new syllabus, K-6. The teachers have
spent many hours learning about the syllabus and collaboratively planning for an effective delivery.

BOOK COVERING
Most classroom exercise books will have covers that the children have decorated (and this decoration can be a lengthy process!) When these get sent home could you please cover them with clear contact to give the books a little extra protection. It is also very important that these books come back the next day even if you do not contact them as the children need them at school every day. We realise that the pieces of paper are not always the right size but with the contact over the top they serve their purpose successfully, that is for easy recognition and the finding of lost books. If you have accidentally put the wrong cover on your child’s book then we will send home another copy of the correct one for you to recover them.

LUNCH
We have noticed that there are lots of healthy lunch boxes! Could you please ensure that children have a sandwich or something similar for first break and a piece of fruit? We have several students in Stage 2 with nut allergies. We would appreciate your cooperation in this matter by not sending nut products to school.

CRUNCH and SIP
Cambewarra supports morning fruit and vegetable breaks. It only requirement is that the food must be able to be managed independently by the student. It should be easy to eat and non messy. It is great to see children eating such a huge variety of fruit. It really encourages those who are reluctant eaters to join in.

CLASS DISCIPLINE
We promote positive behaviour management at Cambewarra by constantly focussing on our Core Values, class learning attitudes, and recognising students who display these. In our classes we use “Class Dojo”, a SMART board visual reward system to instantly reward students’ for their progress, learning attitudes and their modelling of our Core Values. Each child has their own score card and we have a class icon as well. Once our class reaches 50 points we will have a special celebration. It is important to establish clear, consistent standards, rewarding good role modelling and providing appropriate consequences and Time Out notes to parents when required. The school discipline procedure is attached.

STAGE 2 EVENTS
- Learning Progress Folders Term 1 and Term 3
- Student Led Conferences-Term 1 and 3
- Parent Interviews if required Term 2, Week 9-10
- Camp – 5/11-7/11 Waterslea Nowra
- NAPLAN- 13-15 May, Term 2 Week 3
CLASS REQUIREMENTS

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<tr>
<th>Item</th>
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<tr>
<td>A library bag</td>
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<td>A reading folder</td>
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<td>2 x glue sticks</td>
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<td>3 x lead pencils — HB if possible</td>
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<tr>
<td>2 erasers — not the motorised type please</td>
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<tr>
<td>A sharpener — not the motorised type please</td>
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<tr>
<td>2 x A4 display folder (Learning Progress Folder, worksheet)</td>
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<tr>
<td>Coloured pencils, textas and highlighter pens</td>
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<tr>
<td>30cm wooden ruler with cm and mm markings — no bendy or steel rulers</td>
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<tr>
<td>A small desk pencil case for pencils and writing tools</td>
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<tr>
<td>A water bottle</td>
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<tr>
<td>A paint shirt</td>
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<td>A box of tissues</td>
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<tr>
<td>A ream of white A4 paper</td>
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<tr>
<td>A school hat</td>
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<tr>
<td>1 x thumb drive - 8GB, labelled with an attached keyring</td>
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<tr>
<td>A pack of post-it notes — 7.5cm x 7.5cm</td>
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<td>Scissors</td>
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Also remember the following items:

- Art shirts
- Raincoats!
- A ream of A4 paper

FOCUS
Your focus should be on the progress of your child. Each child learns at a different rate to others, and we all have different interests, strengths and weaknesses. What is fundamental is the effort your child exerts. Please praise your child for their effort and progress… and when they are not making any effort with their learning… this is the time to challenge them.

Many thanks to the parents who have already donated items to the classrooms.

Yours in education

Stage 2 Teachers
Teachers: Mrs Turner, Ms Reitz, Mrs Bryant