



Parent Information Session

Stage 2

Term 1 2021

Welcome to Stage 2 2021

Stage 2 Teachers for 2021:

Mrs Jenine Brown – 3B

Miss Lily Brown – 3L

Mr Jared Cook – 3C

Miss Olivia Ellem – 3E

Mrs Natalie White – 3W

Ms Sarah Brown/Mrs Patricea Gray – 4BG

Mrs Sue Davey – 4D

Miss Jemma Kerr – 4K

Mrs Sarah Metuango – 4M

Stage 2 Assistant Principal - Ms Sarah Brown (M, Th, F)

Relieving Assistant Principal - Miss Jemma Kerr (T, W)

Stage 2 teaching team:

Work closely as a team - students and teachers.

Everything done on a stage level (odd/even years).

All children in the stage will have similar opportunities and experiences.

Teachers plan, work and assess together - lots of meetings and cooperation to ensure consistency across all classes.

School Expectations



ACHIEVEMENT **RESPECT** **RESPONSIBILITY** **ACCEPTANCE**

In Years 3 and 4 we:

- Focus and try our best at all times
- Use our time wisely to complete and check all our work
- Congratulate others on their achievements
- Listen carefully to ALL teachers and students
- Move safely and quietly around the school and classroom
- Be polite to teachers and students
- Look after our belongings
- Keep our bag and the area outside our class clean and tidy
- Play safely and fairly in the playground
- Use the bathroom in our break time
- Understand that sometimes we might not be chosen
- Accept that we all learn at different levels and in different ways
- Include everyone in our class

CLASSROOM INCIDENT FLOWCHART



Classroom Incident occurs:
Speak to student (allow student a voice about what happened and why.)



Class teacher uses classroom consequence system - first / second warning then consequence. Consequences may include: instant conversation including NARRA values reminder, removal to quiet spot in classroom, visit to buddy class for 5 minutes, community service, loss of some play time etc



Class teacher decides whether they want to record as a warning on Sentral or to write a think slip. If needed consult with AP or DP.



Warning Record
This is for low level persistent or inappropriate behaviour / deliberately breaking a NARRA value. Consequence has already been given. Class teacher records on Sentral.



Class teacher monitors Sentral regarding warnings their students have received. If needed apply appropriate follow up phone call to parents or red slip.



Think Slip
This is for a serious incident or continued behaviour deterioration. **Class teacher calls parent and completes the think slip.** Think slip is given to AP to view and discuss with student if necessary. AP gives think slip to appropriate DP to record and track. Student attends reflection room next day. DP advises Executive teacher on reflection room duty.



Think slips last for one term from date of issue e.g. if given in Week 4, Term 1 in continues to Week 4, Term 2.



Once three think slips are issued class teacher, AP and DP meet to discuss movement onto a level.

If behaviour is violent or uncontrollable, please call the office for assistance & remove the child from the classroom. DP to call parent if a child is physically hurt.
Casual teachers are to report directly to appropriate DP.

Updated September 2019

CLASSROOM INCIDENT FLOWCHART



Level 1

Consequences may include:

- No PSSA
- No attendance to incursions / excursions
- Removal from playground for period or restriction of playground areas
 - Community service
 - Parent involvement



Level 2

Consequences may include:

- Extension of Level One consequences plus
- Monitoring cards for extended periods of time
 - Parent involvement



Level 3

Consequences may include:

Suspension. This decision is the decision of the Principal and /or his delegates only and must follow the policies and procedures set by the DoE. A student may be placed immediately on suspension at the principal's discretion should the nature of an incident warrant.

Examples of Warning Record Behaviours:

- Refusal to follow a request
- Cheating
- Inappropriate behaviour / language (swearing low level)
- Persistent classroom disruption
- Refusing to complete tasks
- Put down/ teasing
- Inappropriate use of equipment
- Continual lateness after breaks
- Repeatedly not in school uniform

Examples of Think Slip Behaviours:

- Aggression / physical violence (intention to hurt)
- Defiance
- Bullying
- Racism
- Stealing
- Vandalism
- Inappropriate cyber usage
- Use of personal phone within school
- Swearing at a teacher /swearing high level
- Sexual harassment / language
- Repeated yellow slip offences

Updated September 2019



PLAYGROUND INCIDENT FLOWCHART

Playground Incident occurs:
Speak to student (allow student a voice about what happened and why.)

Teacher on duty decides whether instant conversation including NARRA values reminder/consequence (time out/pick up papers/walk with teacher) is enough or whether they may want to record as a warning on Seental or to write a think slip.

Teacher on duty has a conversation with class teacher if needed or simply informs class teacher in person or email re: warning or think slip. If in doubt see AP or DP.

Warning Record

This is for low level persistent or inappropriate behaviour / deliberately breaking a NARRA value. Consequence has already been given. Teacher on duty records on Seental.

Class teacher monitors Seental regarding warnings their students have received. If needed apply appropriate follow up phone call to parents or red slip.

Think Slip

This is for serious incident or continued behaviour deterioration. Teacher who witnesses the behaviour / or on duty calls parent and completes the think slip. The slip is given to AP to view and discuss with student if necessary. AP gives the slip to appropriate DP to record and track. Student attends reflection room next day. DP advises Executive teacher on reflection room duty.

Think slips last for one term from date of issue e.g. if given in Week 4, Term 1 it continues to Week 4, Term 2.

Once three think slips are issued class teacher, AP and DP meet to discuss movement onto a level.

If behaviour is violent or uncontrollable, please call the office for assistance & remove the child from the playground. DP to call parent if a child is physically hurt.

Casual teachers are to report directly to appropriate DP.

Updated: November 2019

PLAYGROUND INCIDENT FLOWCHART



Level 1

Consequences may include:

- No PSSA
- No attendance to incursions / excursions
- Removal from playground for periods or restriction of playground areas
 - Community service
 - Parent involvement

Level 2

Consequences may include:

- Extension of Level One consequences plus
- Monitoring cards for extended periods of time
 - Parent involvement

Level 3

Consequences may include:

Suspension. This decision is the decision of the Principal and /or his delegates only and must follow the policies and procedures set by the DoE. A student may be placed immediately on suspension at the principal's discretion should the nature of an incident warrant.

Examples of Warning Record Behaviours:

- Refusal to follow a request
- Repeated out of bounds
- Inappropriate behaviour / language (swearing low level) within a game
- Repeated littering
- Put down/ teasing
- Repeatedly without hat

Examples of Think Slip Behaviours:

- Aggression / physical violence (intention to hurt)
- Defiance
- Bullying
- Racism
- Stealing
- Vandalism
- Inappropriate cyber usage
- Use of personal phone within school hours
- Swearing at a teacher /swearing high level
- Sexual harassment / language
- Repeated warning offences

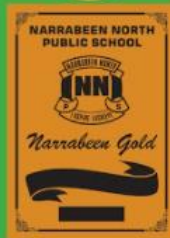
Updated: November 2019



AWARDS SYSTEM



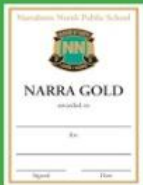
NARRABEEN GOLD MEDALS ARE PRESENTED AT THE PRESENTATION ASSEMBLY IN YEAR 6.



6 NARRABEEN GOLD AWARDS ACHIEVED OVER 7 YEARS AT NNPS = 1 NARRABEEN GOLD MEDAL



3 CERTIFICATES = 1 NARRABEEN BANNER



4 NARRA GOLD AWARDS = 1 CERTIFICATE OF ACHIEVEMENT



10 NNPS GREEN AWARDS = 1 NARRA GOLD

NB: For those who did not start Kindergarten at NNPS, special considerations may apply.

Class Systems and Routines

To maximise prime learning time, where possible literacy is done in the morning and numeracy after recess. Afternoons are for art or science etc.

Daily schedule always written on the board and explained.

Students are grouped into ability groups for literacy groups, spelling and maths activities.

Students are not to enter the classroom before school, recess or lunch.

Lots of positive reinforcement used - regular use of house points (whole school approach).

Awards given out weekly and a record is kept.

The beautiful thing about learning is that no one can take it away from you.

B.B. King

Learning Environment

Calm, supportive environment with clear expectations

Celebrate the fact that we are all different

Every lesson caters for differing student needs

Wide range of teaching strategies and methods used

High expectations



Bookwork Policy



Stage Two Expectations for Bookwork Presentation

ACHIEVEMENT	RESPECT	RESPONSIBILITY	ACCEPTANCE
1.	Use a sharp lead pencil for writing unless you have a pen licence.		
2.	When you have a pen licence, always use blue or black pen for writing.		
3.	Always use a lead pencil in mathematics.		
4.	Using red pen, rule a straight 2cm margin with a ruler down the left hand side of each page, if necessary.		
5.	Do your neatest and tidiest handwriting at all times.		
6.	Write the date in the top left hand corner.		
7.	Write a title and underline the title.		
8.	Use both sides of the page.		
9.	Rule off underneath previous writing and then begin new writing.		
10.	Use the NNPS editing code when proof-reading your work.		
11.	Illustrations in books may only be done in pencil. Do not use textas in books.		
12.	There is to be no scribbling/doodling on school workbooks.		

English

English is treated in an integrated manner using the new English curriculum during a daily literacy session. Literacy sessions include spelling, quality literature studies, comprehension skills, writing, use of multimodal texts, handwriting and grammar.

The Multicultural Speaking Competition will take place in Semester One and the Effective Communicators Competition will take place in Semester Two.

Mathematics

Teachers use a range of strategies to meet the needs of students in mathematics. Pre-assessments enable teachers to find out what students already know and where the misconceptions lie. Student skills drive our mathematics programs, not textbooks. Teaching and learning programs are differentiated so that each child experiences success and is also challenged appropriately.

Problem solving is a whole school priority and the 'Problem Solved' book will be used for weekly mathematics homework, as well as assigned activities on Mathletics.

By the end of Stage 2 students:

- Use mental and written strategies to solve addition and subtraction problems of up to five digits.
- Recall multiplication facts up to 10×10 and related division facts.

RFF subjects

RFF – Release from Face to Face

Release time refers to a teacher's release from face to face teaching utilised for programming and planning.

This year Mrs Koprivec, Mrs Gaffney, Mrs Hamilton, Mr Bowden and Ms Cantrill will teach history, geography and music learning programs.

Sport

Friday is sports day for Stage 2. A decision was made by the Pittwater PSSA committee, with the support of the principals, to move PSSA matches to the mornings. The same sports and competitions remain available to students. The only change will be to the time of day these games are played. Those children not involved in PSSA teams participate in the school-based skills program.

All children representing the school in PSSA are expected to sign and uphold the school's sport code of conduct. Parents are also asked to adhere to the parental code of conduct distributed at the beginning of the season. All students are expected to have a school hat and a full water bottle.

Extra Curricular

There are many opportunities available to students in Stage 2 these include:

Band

Senior Dance group

Choir

Chess Club

Ukulele

Enrichment and Support

ICAS

Maths Olympiad

Literacy and numeracy support and extension

External opportunities

Homework

Homework provides the opportunities for:

Students to consolidate learning concepts taught in class;

Parents to see what knowledge, skills and understanding is taught and how well their child can achieve this;

Students to become responsible and accountable for their own learning.

The Department of Education website provides parents/carers with practical help.

Communication

If you would like to talk to your child's teacher please either phone/email the office or send in a note with your child.

If you would like to be our class parent please take a form to fill in and return. We will draw a name out and notify the successful parent.

Any important messages/reminders will be emailed through the class parent throughout the year.

