



STAGE 3 Parent Information Guide 2024

Welcome to Castle Cove for what we know will be an exciting year of learning. We especially welcome all Stage 3 families and students who are new to our school, and hope that that you and your children have settled in well.

Contact Information

Stage 3 Teachers

Ashleigh Ruppin Senior A – Assistant Principal (Rel) ashleigh.ruppin@det.nsw.edu.au

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Tim Blazey Senior A (Tuesday) Senior H (Thursday, Friday) tim.blazey@det.nsw.edu.au

Courtney Riar Senior R (Monday, Tuesday, Wednesday) courtney.riar@det.nsw.edu.au

Anne Layton-Smith Senior R (Thursday, Friday) - Assistant Principal- anne.layton-smith1@det.nsw.edu.au

Year 5 and 6 (Stage 3) Team Leader

Ashleigh Ruppin Senior A- Assistant Principal (Rel)- ashleigh.ruppin@det.nsw.edu.au

Stages of Learning:

The 4 stages of learning in primary school are:

- EARLY STAGE 1- Kindergarten
- STAGE 1- Years 1 and 2
- STAGE 2- Years 3 and 4
- STAGE 3- Years 5 and 6

Learning areas include:

- English
- Mathematics
- Science and Technology
- Human Society and its Environment (HSIE) (History and Geography)
- Creative Arts
- Personal Development, Health and Physical Education (PDHPE)

General Organisation

Newsletters and Weekly Emails

Please read the school newsletter and weekly grade emails for all school information. Stage 3 teachers will send out a weekly email each Monday. Occasionally P & C fundraising information will be sent out by P & C volunteers. However, information about school matters should only be communicated by the class teacher, the executive team or the school office.

Communication

If you have any concerns or wish to make an appointment for a meeting, please email class teachers directly. Any urgent matters can also be communicated to the office. Please note that our whole school staff meetings are scheduled on Monday mornings and Wednesday afternoons. Teachers are unavailable at these times.

Seesaw

Throughout the year some of your child's work will be posted on Seesaw for families to view at home.

Pick Up / Drop off Routines and Late Arrival / Early Departures

1. **Late arrivals** - parents please bring your child/ren to the school office to sign them in.
2. **Early departures** - parents please come to the office where staff will sign your child/ren out.

Notification of Absences

If for any reason, your child is unable to attend school, please do one of the following:

- email the office (Cc the teacher)
- phone the office
- lodge an absence on the parent portal

An explanation of any absence must be provided to the school within 7 days of that absence.

Fruit/Vegetable Break

Each morning, students will have a **small** fresh fruit or vegetable snack while they are learning. They will also be encouraged to use the bathroom at this time. Please do not pack fruit lollies or dried fruit to eat during this time.

Birthdays

If your child wishes to bring in a mini treat to share with the class, we recommend small, individually wrapped item such as ice blocks (the school's preference), small packets of popcorn, mini cupcakes or biscuits. Please be mindful of students with allergies. We are a nut aware school.





Library

Library will be taught by Ms Jacobs. Please make sure that your child has their library bag on the day their class will be visiting the library for a lesson.

Scripture and Ethics

Scripture (combined Protestant, Catholic, Jewish, Baha'i) and Ethics lessons take place each Wednesday. Students who are not attending a Scripture or Ethics group go to non-Scripture, where they will be supervised by a teacher.

School Reward System

Level 1 Class based and individualised reward systems	
	<p>Students are supported to exhibit positive behaviour aligned with the School Expectations and can receive rewards such as praise, house points, table points, class dojo points, non-verbal actions (thumbs up), class money, marble jars, choice boards and class games.</p>
Level 2 Castle Cards	
	<p>Acquisition of Level 1 rewards may be used to redeem a Castle Card. Castle Cards are also awarded for effort and positive behaviour in the classroom and playground.</p>
Level 3 Merit Certificates and A-Day Awards	
	<p>Students trade 10 Castle Cards with their teacher for one Merit Certificate. Merit Certificates are also awarded at fortnightly assemblies for effort and positive behaviour in the classroom.</p> <p>A-Day awards are given at the end of each semester for two of the following themes:</p> <ul style="list-style-type: none"> - Citizenship - Attitude and Approach to Learning - Creativity - Academic Achievement and Excellence
Level 4 Bronze, Silver and Gold Awards	
	<p>Students trade 10 Merit Certificates or A-Day Awards at the office to receive a Bronze Award at a school assembly.</p> <p>When 10 more Merit or A-Day Awards are traded in, the student receives a Silver Award.</p> <p>When 10 more Merit or A-Day Awards are traded in, the student receives a Gold Award. The Gold Awards are awarded at the end of each term at the Gold Assembly. Students also receive a school patch and attend a morning tea with the principal and their families.</p>
Award Cycle Two	
	<p>Once a Gold Award has been awarded, the cycle starts again, and students are awarded with Bronze 2 Award, Silver 2 Award and Gold 2 Award. Each subsequent Gold Award is issued with a badge and students and families are invited to a celebratory morning tea with the principal.</p>

Timetable and Routines for Stage 3

Monday	Tuesday	Wednesday	Thursday	Friday
English class	English class	English class	SISA (odd weeks) English class (even weeks)	Home class STEM lessons
Recess	Recess	Recess	Recess	Recess
Mathematics class	Mathematics class	Mathematics class 12:30pm 3-6 Scripture/Ethics	Mathematics class	Mathematics class (even weeks) English class (odd weeks)
Lunch	Lunch	Lunch	Lunch	Lunch
SA & SR Home class SH Library Assembly (every 2 nd week)	SA & SR Home class SH Science	SA Library SR Science SH Home class	SA Science SR Library SH Home class	Sport

The Middle Schools Years at Castle Cove PS

This program aims to support each student's growing sense of responsibility and independence as a learner in preparation for high school. We differentiate learning to cater for a range of abilities across Stage 3.

Teachers support the students in taking increasing responsibility for their own learning. The Year 6 students develop their leadership skills through additional responsibilities, as big buddies to Kindergarten students, as Peer Leaders and in being role models to the Year 5 students in their home class. We also have a keen awareness of the changing emotional, social and physical needs as students move from childhood to adolescence and how these changes impact the students as learners.

The students are taught in groups for English and mathematics, with one Year Five class and two composite classes in each subject. The classes are created using academic and assessment data to group students in clusters with like performing students. The programs across the classes are the same and follow the 2024 NSW English and Mathematics curricula. Lessons are differentiated within each class according to students' ability. Other subjects (Science, Library, History/Geography, Creative Arts, PDH and Handwriting) are taught in home classes.

Students have a school diary to assist in developing their organisation skills in preparation for high school. They will be expected to plan their time to complete assigned homework tasks around co-curricular and out of school activities.

Stage 3 students are encouraged to develop their leadership skills. In 2024 we are continuing our Year Six Peer Leader committees – Environment, Sport/ Buddies and Communication. Year Five students will be given an opportunity to participate in the Peer Leader program in Term 4.

Homework

Castle Cove Public School have developed evidence based homework tasks to provide strong support for student learning.

Stage 3 Homework

Homework is an increasingly valuable part of learning for students moving through Stage 3. It trains students to plan and organise their time and to develop a range of skills in identifying information resources. It establishes good study habits, concentration and self-discipline and aids students in their transition to high school. Students are supplied with diaries and also have the opportunity to use an online diary through the student portal.

Year 5/6 Homework Requirements

Daily Home Reading (compulsory)

Maths Mastery Badges (compulsory)

Mathletics (compulsory)

Major projects (compulsory)

In addition to these homework tasks, teachers may assign occasional additional tasks to support learning programs.

Premier's Reading Challenge

This is compulsory for all students. Students are expected to borrow and record the books they have read online.

Mathletics

Tasks are assigned weekly and reinforce the content taught in class.

Reading- Decodable Readers, Class Library and School Library

A regular routine with daily reading where possible is proven to greatly benefit children's reading progress. In Kindergarten and Year One, students are encouraged to read aloud to an adult for at least 10 minutes daily. In Years 2-6, as they become more independent, students should read silently or aloud for a minimum of 20 minutes per each day.

Students will borrow and return 2-3 readers for the week every week. In addition, students should also borrow different types of books from the school library.

Decodable Readers

Decodable texts are texts specifically written for beginning readers as they are developing their blending and segmenting skills and their knowledge of the alphabetic code. Decodable texts contain a very large percentage of words that incorporate the letter-sound relationships that students are being explicitly taught in class. They increase with complexity as the student learns more of the phonetic code. In K-2, students read decodable texts at home, for home practice.

Some students in Years 3-6 may also take home some decodable readers, if an assessment has determined there are gaps in their phonic knowledge.

If your child brings home any decodable texts, please encourage them to read their decodable texts several times and work with them to complete any suggested activities that are recommended in the book.

Class library

Each week, your child will choose a book of interest from the class library to take home. These books are not levelled. The purpose of sending them home is to offer the opportunity for students to read a text they can access, across a range of topics, to encourage wide reading. Exposure to a range of different texts, about different topics, assists hugely in developing a child's background knowledge of the world. It also assists in developing a robust vocabulary, which helps with reading comprehension.

English

English teaching and learning programs focus on developing students' skills in:

- Oral language and communication
- Vocabulary
- Reading fluency
- Reading comprehension
- Creating written texts
- Grammar and punctuation
- Spelling
- Handwriting and digital transcription
- Understanding and responding to literature

Mathematics

A student develops understanding and fluency in mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly

Mathematics 3 - 6 outcomes and their related content are organised in:

Number and algebra	Measurement and space	Statistics and probability
<ul style="list-style-type: none">represents numbersadditive relationsmultiplicative relationsrepresenting quantity fractions	<ul style="list-style-type: none">geometric measure2D spatial structure3D spatial structurenon-spatial measure	<ul style="list-style-type: none">data and chance

The working mathematically processes present in the Mathematics K–10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving

Human Society and its Environment (HSIE)

Our topics will be drawn from the History and Geography syllabus and are taught in a two-year cycle. This year, students will develop their geographical, research and presentation skills through two main studies:

Geography - A Diverse and Connected World

In this unit, students explore the countries of Asia and the connections Australia has with nations across the world. Students study maps and geographic statistics to compare nations across Asia. They learn about the diversity of the world's people, including the Indigenous Peoples of other countries. Students explore and reflect upon similarities, differences, and the importance of intercultural understanding.

History – The Australian Colonies

This topic provides a study of colonial Australia in the 1800's. Students look at the founding of British colonies and the development of a colony in NSW. They learn about what life was like for different groups of Australians and migrants during the colonial period. Students study significant events and people, political and economic developments, social structures and settlement patterns.

Personal Development, Health and Physical Education (PDHPE)

The Sports in Schools (SISA) team will be conducting fortnightly lessons to develop the students' fundamental movement skills and their ability to participate effectively in physical education. Please note that students are to wear full, regular school uniform (including black shoes) and not sports uniform on this day.

In Personal Development and Health, students will learn about safety, health, active lifestyles, growth, development and relationships. Our school utilises the UR Strong program for resources and strategies that support social and emotional development. A parent portal is also available to parents.

Weekly sport lessons are held on Fridays. These focus on students' fundamental movement skills and sportsmanship. Students wear their sports uniform on Friday.

Science and Technology

Science is taught by Anjali Rao. The science topics for Stage 3 include:

Term 1- Robotics and Coding. Homework - short research project due to be submitted in Week 8.

Term 2- Renewable Energy. Homework - Individual Investigation Major Project (*topic of investigation does not have to relate to renewable energy*).

Term 3- Earth – Our World in Motion. Homework - short research project due in Week 8.

Term 4- Product Life Cycle Analysis

Details of science homework and assignments will be found at <http://ccpsscience.weebly.com/stage-3-homework.html>

Students have access to iPads and laptops to use in the classroom. In addition, there are desktop computers available in all classrooms and computer lab. Students will develop their understanding of Digital Citizenship and how to be safe online. STEM and coding activities will form part of the technology focus.

Stage 3 students have the use of a school laptop which is kept at school and the student takes from class to class. Students sign an agreement at the beginning of the year outlining their responsibility for the care and safe use of their laptop. Responsible and safe internet use is taught frequently throughout the year.

ICT outcomes are embedded in all Key Learning Areas. Foundation computer skills are taught in home class lessons and include skill development and application in a variety of programs as well as file management. Stage 3 students will be using Google Classroom as a platform for many of their lessons.

In Term 2, we will begin workshops that focus on a variety of skills required when planning and filming short films.

Creative and Practical Arts (CAPA)

Students will participate in visual arts, music, drama and dance activities throughout the year. These aspects of the arts will be integrated in the various key learning areas.

Extra-Curricular

Students are offered a broad range of extra-curricular activities, including dance, debating, chess, band, library monitors, sport, Robotics, Earth Kids and Tournament of Minds. They are encouraged to participate to enrich their final years at Castle Cove.

NAPLAN

In 2024 our NAPLAN assessments will occur between the 13th and 25th of March. Stage 3 students will complete all NAPLAN assessments online. Additional information about NAPLAN assessments can be found at <http://nap.edu.au/>

Please note that lessons for Year 6 students will remain unaffected while Year 5 students participate in NAPLAN.

CAMP

This year we have a two-night camp in Tea Gardens at Great Aussie Bush Camp. The camp is in Week 4, from Wednesday 21st – Friday 23rd February, and is a wonderful way to strengthen friendships across classes and the stage. The focus of the camp is on teamwork and helping one another. Students are also encouraged to set goals and challenges for themselves during the different games and activities.

Kind regards,

Ashleigh Ruppin, Courtney Riar, Tim Blazey, Jo Hull and Anne Layton-Smith