



## STAGE 3 Parent Information Guide 2025

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

*Amanda Hulley* Senior A (Monday – Thursday) [amanda.hulley@det.nsw.edu.au](mailto:amanda.hulley@det.nsw.edu.au)

*Georgia Mallyon* Senior A (Friday) [georgia.mallyon1@det.nsw.edu.au](mailto:georgia.mallyon1@det.nsw.edu.au)

*Jo Hull* Senior H (Tuesday, Wednesday, Thursday) [joanna.hull@det.nsw.edu.au](mailto:joanna.hull@det.nsw.edu.au)

*Tim Blazey* Senior H (Monday, Friday) [tim.blazey@det.nsw.edu.au](mailto:tim.blazey@det.nsw.edu.au)

*Courtney Riar* Senior R (Monday, Tuesday, Wednesday) [courtney.riar@det.nsw.edu.au](mailto:courtney.riar@det.nsw.edu.au)

*Anne Layton-Smith* Senior R (Thursday, Friday) [anne.layton-smith1@det.nsw.edu.au](mailto:anne.layton-smith1@det.nsw.edu.au)

#### Year 5 and 6 (Stage 3) Team Leader

*Anne Layton-Smith* Assistant Principal (Wednesday to Friday) [anne.layton-smith1@det.nsw.edu.au](mailto:anne.layton-smith1@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"> <li>- Citizenship</li> <li>- Attitude and Approach to Learning</li> <li>- Creativity</li> <li>- Academic Achievement and Excellence</li> </ul>
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

### Term 1

Monday	Tuesday	Wednesday	Thursday	Friday
English class	English class	English class	SISA (odd weeks) English class (even weeks)	Mathematics class  STEM
Recess	Recess	Recess	Recess	Recess
Mathematics class	Mathematics class	Home class 12:30pm 3-6 Scripture/Ethics	Mathematics class	English class
Lunch	Lunch	Lunch	Lunch	Lunch
SA & SR Home class SH Library  Assembly (every odd 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 NSW English and Mathematics curricula. Lessons are differentiated within each class according to students' ability. Other subjects (Science, Library, History/Geography, Creative Arts and PDH) 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 2025 we are continuing our Year 6 Peer Leader committees – Environment, Sport and Communication. Year 5 students will be given an opportunity to participate in the Peer Leader program in Term 4.

## **Homework**

Castle Cove Public School has 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)

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 to 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 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"> <li>• represents numbers</li> <li>• additive relations</li> <li>• multiplicative relations</li> <li>• representing quantity fractions</li> </ul>	<ul style="list-style-type: none"> <li>• geometric measure</li> <li>• 2D spatial structure</li> <li>• 3D spatial structure</li> <li>• non-spatial measure</li> </ul>	<ul style="list-style-type: none"> <li>• data and chance</li> </ul>

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:

### History – Australia As A Nation

This unit of work builds on students’ understanding of colonial Australia in the 1800s. Students look at the growth of Australia from a British colony to a self-governing nation (after 1901). Students explore the factors that led to Federation and identify changes to democracy and citizenship over time. They learn about state and federal government structures and responsibilities. Students will understand the significance of Australia's British heritage, the Westminster system and other models that have influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

### Geography – Factors That Shape Places

Students investigate how people change the natural environment in Australia and other places around the world. They also explore how the environment influences the human characteristics of places. Students examine ways people influence the characteristics of places, including the management of spaces. Students explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future.



## 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 URStrong 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- Adaptations. Homework - short research project due to be submitted in Week 8.

Term 2- Chemistry. Homework - Individual Investigation Major Project (*topic of investigation does NOT have to relate to chemistry*).

Term 3- Robotics. Homework - short research project due in Week 8.

Term 4- Design Thinking – 3D Printing Challenge

*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 lessons occur weekly and 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 extracurricular activities, including debating, chess, band, library monitors, sport, Robotics and Earth Kids. They are encouraged to participate to enrich their final years at Castle Cove.

## **NAPLAN**

In 2025 our NAPLAN assessments will occur between the 12<sup>th</sup> and 24<sup>th</sup> 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 Canberra. The camp is in Term 3 Week 4, from Wednesday 21<sup>st</sup> – Friday 23<sup>rd</sup> May, with a focus on our HSIE unit, Australia As A Nation, staying at Captial Country Holiday Park. We will be visiting Parliament House, Australian Mint, Questacon, Mt Ainslie, Australian War Memorial, National Capital Exhibition, Museum of Australian Democracy and National Museum of Australia. Students are to wear full school uniform during the day.

**Kind regards,**

Anne Layton-Smith, Courtney Riar, Tim Blazey, Jo Hull, Amanda Hulley and Georgia Mallyon