



Homebush West Public School ■ Exeter Road
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Homebush West Public School

2020 Parent Information Booklet

Stage Three



Welcome to Stage 3, 2020

We look forward to the exciting educational journey ahead, and partnering with you and your child to continue achieving our school mission. The Stage 3 teaching staff implements a co-teaching model that underpins our middle school program to support your child make a smooth transition to high school. The flexible learning environment has been shaped to ensure each student has access to spaces for explicit teacher instruction, areas to collaborate, quiet areas to plan and reflect, and places for students to choose to work in based on their learning styles.

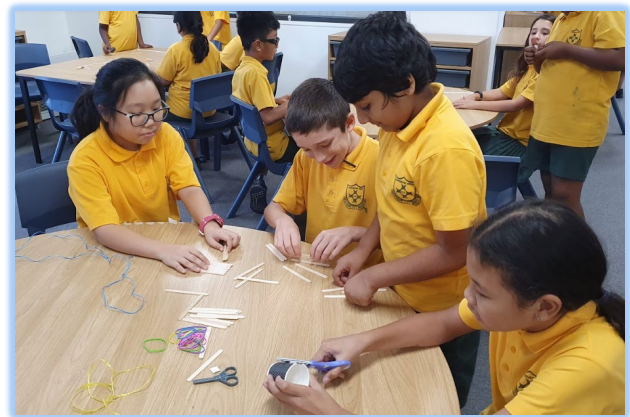
HWPS Mission

Our purpose is to empower every student to be active, informed, creative and successful in a dynamic world.

HWPS Values

We value:

- quality in all that we do
- respect for others
- success for all
- community involvement
- a caring and safe environment



Our students will leave Homebush West with:

- skills for self-directed learning
- sound knowledge and application of the basic skills
- effective communication skills and the capacity to work successfully with others
- care and respect for self, others and the environment
- effective problem solving and thinking skills
- appreciation of Australia's cultural diversity and heritage



Stage 3 Staff



Mr. Fung
Stage 3
Co-Supervisor
Instructional
Leader



Mrs. Tuazon
Stage 3
Co-Supervisor
65C



Miss Joseph
65J



Miss Yee
65Y



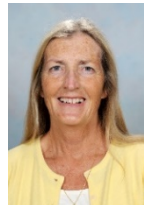
Miss Zuccali
65E



Miss Bull
65B



Mrs. Kundrat
Thu/Fri
Stage 3 Teacher



Mrs. Rich
Mon/Tue
LaST/RFF



Mrs. Casey
LaST/RFF



Mr. Debnam
Music
Specialist



Mrs. Chow
Community
Language



Mrs. Windon
Teacher
Librarian

As a team we:

- set high expectations and standards for Stage 3 students
- expect 100% participation in all school activities, for all students.
- facilitate success for every student and cater for individual needs.
- implement the Healthy Food Policy and 100% School Uniform Policy.
- value communication and a partnership approach to learning.

Interviews and Appointments

Teachers in Stage 3 value communication. Please feel free to make an appointment to discuss any issues or concerns with us in person, or over the phone. Please book an appointment at the office. Please be aware teachers are generally unavailable between 8:30-8:55am.

Newsletter and Notes

The school publishes a weekly newsletter **each Thursday**. Our school newsletter is a communication link between you and our school. It informs you of events that have occurred and events happening in the future. The newsletter empowers you with information relating to changes within the school and curriculum.

Please be aware of the school calendar and check with your child each week for notes from school. Ensuring that notes are transferred to home and returned to school is a joint responsibility shared by students, parents and teachers.
All notes with money are to be returned to the school office by 9am.



School Website, Email, App and Facebook

The school website is a useful communication tool. You can access an electronic copy of our school newsletter through the website.

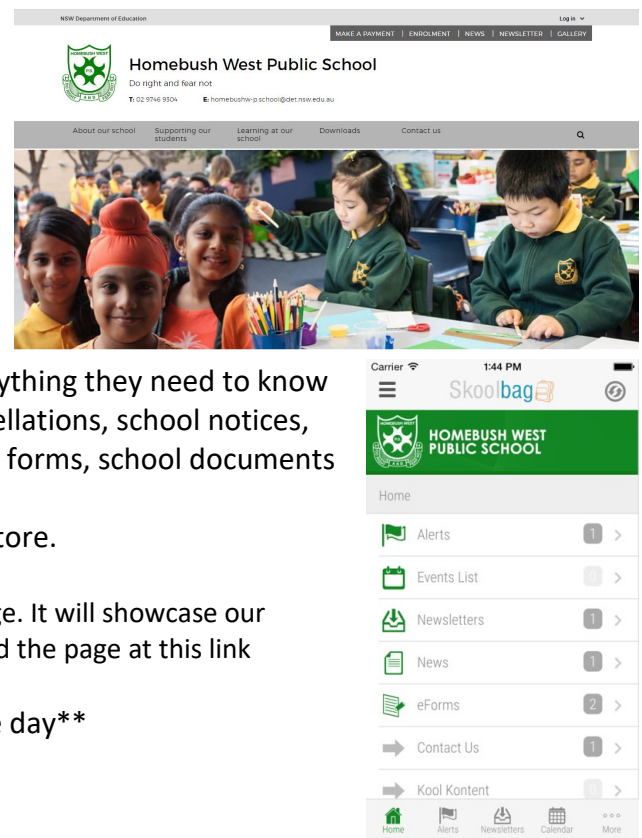
<http://www.homebushw-p.schools.nsw.edu.au>

'Skoolbag' is the ultimate school to parent communication tool. This School App provides our school with an easy way to tell parents and carers everything they need to know about school news, newsletters, events calendar, cancellations, school notices, school information, school timetables, parent sick note forms, school documents and much more.

Please download this app from your appropriate App store.

Homebush West Public School has launched a Facebook page. It will showcase our school's special achievements and other events. You can find the page at this link <https://www.facebook.com/HomebushWestPS>

*Please return notes PRIOR to the activity, not on the day**



Middle School

Years 5 and 6 are important, formative, dynamic years, with a strong emphasis on **'transition' and preparation for high school**. Homebush West prides itself on a strong middle school program.

Our strategies include following a timetable, changing rooms and teachers for different components of the curriculum.

The needs of students in the middle years

Young adolescents have needs that differ from older and younger students.

Young adolescents need to:

- Adjust to physical, emotional, social and intellectual changes.
- Grow towards independence, while still needing security.
- Gain experience in decision-making and in accepting responsibility for decisions.
- Progressively develop a sense of personal identity and values.
- Think in ways that become progressively more abstract and reflective.
- Become more aware of the social and political world around them and gain skills in coping and interacting with that world.
- Establish and maintain relationships with a variety of adults who can act as role models and who can provide advice.

Ayers, V 1992, The Report of the Junior Secondary Review, The Education of Young Adolescents in South Australian Government Schools, Education Department of South Australia.

We're already enjoying working with Stage 3 students. They are demonstrating great maturity and commitment to learning!



The following are the top ten statements that were developed with students to describe themselves.

Stage 3 students:

1. Are HWPS "STARS".
2. Are leaders and role models in the school.
3. Are mature, independent, problem solvers.
4. Are organised, 'on time and on task'.
5. Participate in all school activities.
6. Take responsibility for our actions.
7. Take pride in ourselves and in our school.
8. Love a challenge.
9. Take risks with their learning.
10. Go 'above and beyond' in every aspect of school life.

The Discipline Policy

The School Rules and Behaviour Code are used to guide all behaviour, and as a framework for awards and for all discipline. The discipline policy has been developed in partnership with the students and community. It is the guide for all conduct. An award and certification system is in place which awards 'Red Stars' to students who demonstrate excellence in citizenship. A system of 'levels' is in place for students who experience difficulty with areas in the code of conduct.



Classes

At Homebush West our students, learn in a co-teaching, flexible learning environment. Co-teaching provides your child with two teachers who have complementary styles and expertise to benefit from and enables teachers to plan a high quality and rigorous curriculum to cater for the needs of all students. Our flexible learning environments empower students to understand themselves as learners, to have control and responsibility over where they learn as well as build independent learning behaviours.

Within the co-teaching environment, all students have a 'home class'. All classes are mixed ability. The classes have been selected carefully. The factors considered when placing students into a class include; social, emotional, ability, friendships and English as an Additional Language or Dialect (EAL/D) considerations.

In Stage 3, students have a 'home class' for the following:

- Roll call
- Homework
- English

Students are in groups for all others aspects of the curriculum. These groups include:

- | | | |
|---------------------|---------------|-------------|
| - History/Geography | - Math groups | -PE/Fitness |
| - Science | - PD/H/PE | - Library |

About the Curriculum

Information regarding the NSW Syllabus for the Australia curriculum is located on the NSW Education Standards Authority (NESA) website. <https://syllabus.nesa.nsw.edu.au/>

Each class participates in the seven Key Learning Areas:

- English
- Mathematics
- History
- Geography
- Science and Technology
- Creative and Performing Arts
- Personal Development, Health and Physical Education (PDHPE)

English and Mathematics

English

- Reading and viewing
- Speaking and listening
- Writing and representing
- Handwriting and using digital technologies
- Spelling

- Grammar, punctuation and vocabulary
- Thinking imaginatively, creatively and interpretively
- Expressing themselves
- Reflecting on learning

Mathematics

- Numbers and Algebra
- Measurement and Geometry
- Statistics and Probability

Students also participate in the following learning experiences:

- Music (Recorders and Singing)
- Fitness and Sport
- Road Safety, Peer Support, Child Protection, Drug Education
- History, Science & Technology, PD/H/PE, Creative Arts
- Library
- Enrichment Groups
- Technology (embedded)
- Premier's Reading Challenge
- Assembly
- Religious Education (if elected)

Focus on Reading 3-6

Stage 3 incorporates the explicit teaching of the 'Super Six Strategies' for reading comprehension to improve student learning outcomes in reading.

These 6 strategies are:

Making connections, Predicting, Questioning, Monitoring Visualizing, Summarising.

Our reading program encompasses the explicit teaching of the key aspects of reading in the middle and upper primary years.

- Comprehension
- Vocabulary
- Reading text fluency

Our reading program draws from a sound research base that justifies the need for these key aspects to be at the forefront of literacy teaching and learning

The program emphasises the importance and use of:

- Types of texts that interest and motivate learners in the middle years
- Rich talk that encourages students to 'show their thinking'
- Insightful assessment
- Explicit instruction
- Support and scaffolds for students
- Clear and purposeful feedback
- Student reflection

PDHPE –Personal Development, Health and Physical Education

Term 1 Y5 – Digital Citizenship Program Y6 - Leadership and Kindergarten Buddies Yr5&6 - Sun Safety and Road Safety Yr5&6 – School Behaviour Code, Social Skills, Road Safety (Passenger and Pedestrian)	Term 2 Y6 – Peer Support Y5 – Identity, Peer Support Yr5&6 – Relationship and social skills (through Peer Support)
Term 3 Yr5&6 – Child Protection	Term 4 Yr5&6 – Drug Education



History - Australia As A Nation - Semester 1

The key inquiry questions students will investigate:

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

Geography - Factors That Shape Places - Semester 2

The key inquiry questions students will investigate:

- How do people and environments influence one another?
- How do people influence places and the management of spaces within them?
- How can the impact of bushfires on people and places be reduced?

Science and Technology

The following topics will be covered this year;

Semester 1 Material World - focuses on how the properties of a range of materials and the way in which they are combined, determine their use and inform design solutions.

Semester 2 Living World - focuses on the growth and survival of living things and how their adaptations over time suit their environment

Creative Arts

The following topics will be covered this year;

Music - All year

Visual Arts - Term 1 and 2- Operation Art

Dance - Term 3 and 4- Musical and modern dance styles

Drama - Term 3 and 4 - Musical and Drama based on literacy focus

ICT and BYOD

Students will participate in integrated Information Communication Technology (ICT) activities across the curriculum. Students will be part of the BYOD (Bring Your Own Device) program, this year, Stage 3 students have been asked to bring to school a laptop device to facilitate digital learning in the middle school program.

The policy can be found on the school website. The goal of BYOD is to develop the four C's of learning (see diagram below).



Digital Citizenship

Students will learn about: staying safe and healthy while using digital technologies; appropriate and inappropriate online behaviour; and being a positive contributor in an online world.

- Explore the digital citizenship program at www.digitalcitizenship.nsw.edu.au

Digital Portfolios

The school will continue using digital e-Portfolios for students through the 'Seesaw' e-Learning platform. This will allow parents to engage in a dynamic way gaining insight to what learning is occurring in the classroom. This in turn allows parents to have deep and meaningful conversations about school life. Parent access will be distributed in Term 2.

Key Information

- All students participate in the NSW Premier's Reading Challenge.
- Students participate in social skills and leadership programs such as Buddies, Peer Support and Leadership Conference.
- Students participate in a Fitness program once a week. Sport is every Friday.
- Whole School Assembly is fortnightly
- Orchestra, Scripture, Enrichment groups are on Thursday



Extra Curricula

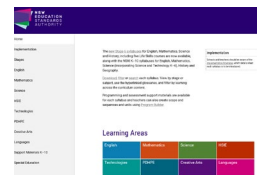
Chess, Multicultural Public Speaking Competition, Debating, Math Olympiad, PSSA and Tennis are just some of the programs available to Stage 3 students.

In addition:

- You can expect one excursion a term relating to our curriculum.
- All students participate in the School Musical.
- Non-PSSA Sport off site- Tennis
- Summer PSSA – Cricket and T-Ball/Softball.
- Winter PSSA – Soccer and Netball.
- Swimming Scheme, Swimming, Athletic and Cross-Country events.
- University Maths, English, ICT and Science competitions.
- National Assessment, Year 5 NAPLAN
- Our Spectacular and Instrumental Music Festival
- Stage 3 Camp in Term 3
- All students participate in the NSW Premier's Reading Challenge.

Online Support for Parents

This website will give you more information on how to assist your child in learning.

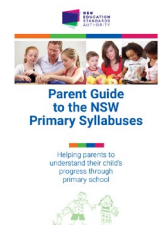


Education Standards Authority – Syllabuses for the Curriculum

<https://syllabus.nesa.nsw.edu.au/>

Parent Guide to the NSW Primary Syllabuses

<https://educationstandards.nsw.edu.au/wps/wcm/connect/25cb2fe5-c5f4-4ce8-920c-6b4b108bb30a/parents-guide-to-nsw-primary-syllabuses-2017.pdf?MOD=AJPERES&CVID=>



Selective High School Information

<https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/year-7>

Attendance/Absence

Please be aware daily attendance is mandatory.

Unexplained absence or unacceptable absence will be recorded on your child's attendance record.

Please provide a written explanation as soon as possible after a student has been absent for any reason.

Please note you can complete a sick note notification via the Skool bag app in the e-forms category.

Early Arrival

No teacher supervision is provided on school site until 8.30am. Students who arrive before the 8.30am supervision bell are asked to sit quietly in the front office foyer. Parents who arrive early with their child **must** remain with them to supervise them until 8.30am.

Late Arrival

School commences at 8:55am. If your child is late to school (after the bell) they are required to go to the office and fill out a late note. This is recorded on the class roll.



Early Departure

School concludes at 3:00pm. If you need to take your child early from school you must first go to the office. Your child will be permitted to leave when you give the teacher the early departure note.

School Gates & Office

School hours are from 8:55am – 3:00pm. Our school is open from 8:30am. During the day the gate on Exeter Rd is pulled closed, but can be accessed. All school gates are reopened at the end of the day for collection of students.

Parents are asked to exit the school grounds by 3.15pm each afternoon, unless they are supervising their students for after school activities such as music, language or chess class.

Before and After School Care

YMCA provides before and after school care options available on school grounds for children who need to be dropped off early and picked up late.

You can find more information at <http://www.ymcachildcare.com.au>

Celebrating Birthdays in Schools

Stage 2 and Stage 3 students do not celebrate birthdays in school.

Health, Hygiene and Organisation

HWPS has a Healthy Food Policy - see School Handbook.

The following points are important for S3 students and parents to think about and discuss.

- Breakfast – daily, nutritious, include fruit.
- Crunch and Sip – fruit and/or veg cut into pieces and a bottle of water.
- Lunch - healthy food and snacks and water.
- Deodorant – roll on (in bag).
- Female hygiene – pads/tampons (in bag).
- Physical activity – daily 30 to 60mins.
- Screen time - 2 hour per day limit
- Cyber bullying – internet behaviour and responsibility, parents are responsible.
- Independence – guided independence is important for student development.

Uniform

The school community is committed to maintaining a strong uniform policy. A strong uniform policy supports our student wellbeing and discipline policies and anti-bullying strategies.

Our school uniform includes;

- black shoes, school hat, yellow shirt with emblem, green shorts or long pants, long hair tied back, school colour accessories, school jumper, tracksuit for winter. Dress uniform for representatives.

LABEL EVERYTHING - with students name and class.



Homework

There will be a regular homework contract sent home for you to sign each week. The students will be completing a range of homework include online maths and reading. The homework is set in accordance with the school's homework policy statement. There is consistency with the contract for all classes, however teachers may tailor some activities according to your child's ability.

Homework	
Reading Logs	Students will complete reading tasks each day.
Music Logs	Students will complete practice in singing or use of instruments (e.g. Recorder)
Authentic Learning Tasks	These tasks will link and prepare students for learning in the classroom.
Home and Community Tasks	These tasks focus on personal attributes that enable someone to interact effectively and harmoniously with other people.
Digital Literacy and Numeracy Tasks	Students will subscribe to digital platforms to engage with digital literacy and numeracy tasks, set by teachers, as relevant to classroom learning.

Students should be encouraged to develop a daily homework habit. They should be responsible for managing their homework time and tasks. You can support your children best by helping them become independent learners and to solve their own problems. If a student is unable to complete a task you can ask the student to tell you what they can do about the problem. You can also help them become more confident in discussing homework issues with teachers themselves before the due date.

Coaching and Tutoring

School homework is a priority and students who attend external tutoring or coaching colleges will not be excused from school homework due to coaching or tutoring commitments.



Student Welfare and Discipline Policy

For the school to function effectively there needs to be clear recognition that individuals have rights, but within these rights there must be responsibilities.

All students and teachers have the responsibility to respect the rights of other students, staff, visitors and community members. When all rights are respected and responsibilities carried out, the school will run smoothly and result in an atmosphere of self-discipline and respect where students are encouraged to succeed.

AIMS

- To foster co-operation and respect for the rights, needs and responsibilities of all.
- To establish practices to recognise and reinforce student achievement
- To establish strategies to promote good discipline and effective learning within the school
- To develop strategies for dealing with unacceptable behaviour
- To provide a safe, ordered, secure and caring environment, that is conducive to working, learning and academic success.
- To provide a framework of school rules to develop a consistent approach.

A framework of rights and responsibilities exists for students, staff and the community and are detailed in the school handbook.

The reward systems in our school includes:

House Points

Building Team Ethic

Merit Awards

Individual Rewards

Sport Awards

Individual Rewards

Annual Awards

Individual and Team Rewards

Red Star System

Building Individual Citizenship



Red Star System



Aim

- Develop a consistent approach across the school reflecting positive reinforcement and discipline.
- To establish a reward system supporting student behaviour and responsibilities.
- To recognise and reinforce student achievement.

Red Star Purpose

- Staff will reinforce the school behaviour code and rules by emphasising why an individual is being rewarded with a Red Star.
- All students enter the school year at a standard level (green).
- Students achieve recognition by earning red stars.
- Achieving specific numbers of stars allows students to move to BRONZE, SILVER and GOLD levels. Students can revisit this process more than once.

Red Star Procedures

- Red Stars are given to students for conducting themselves in line with the school behavior code and rules.
- Red Star recording are kept by the students and are carried to all lessons
- Staff issue the student with a Red and signs it for showing STAR behaviour.
- Stage supervisor certifies the Red Star and returns it to the class teacher.
- When a student has reached 20, 40 or 60 Red Stars they take their Red Star recording sheet to the stage supervisor.
- The stage supervisor presents the bronze, silver and gold certificates at a morning assembly.
- When the student fills in 80 red stars on their chart they hand it to their classroom teacher. The classroom teacher gives it to the principal who will hand out a gold star badge at a whole school assembly.

Red Star Flow Chart

Starting point = Green



Disciplinary levels

Supervisor and principal will place students on disciplinary levels after discussion with class teachers. Students return to Standard (green level) after 3 days of improved behaviour. The Principal has the right to remove privileges or suspend students at any level if necessary.

Disciplinary Procedure

Parents are notified by letter when a student reaches a level and invited to discuss the discipline situation. In class teachers use praise, rewards, recognition, language of affirmation, warning and time out procedures. The aim of the discipline process is to guide students to fulfill the schools behaviour code and achieve the Stage 3 exit descriptors.

Thank you for your support.

Mr Fung and Mrs Tuazon

Stage 3 Supervisors

Stage 3 Stationery, Equipment and Supply Requirements 2020

Checklist

- ☐ 1 set coloured pencils
- ☐ 1 set coloured textas
- ☐ 1 set highlighters (4)
- ☐ 1 permanent marker, black
- ☐ 6 x Whiteboard Markers (mixed colours)



- ☐ 1 pack blue pens, ball point
- ☐ 1 Pack black pens, ball point
- ☐ 2x red ball point pens
- ☐ 2x green ball point pens

Please **do not supply** “All in one pens” with multiple inks.

- ☐ 2 x lead pencils, HB
- ☐ 1 pencil sharpener
- ☐ 1 ruler 20-30cm max, with CM and MM display (no long rulers please)
- ☐ 1 eraser (rubber)
- ☐ 1 glue stick
- ☐ 1 pair scissors (child)
- ☐ 1 small pencil case (for pens/pencils)
- ☐ 1 larger pencil case for all other resources
- ☐ 1 x A4 96-128pg homework book

- ☐ 1 x hard A4 plastic folder (Admin Folder)
- ☐ 1 x Plastic sleeve folder (Music Folder)
- ☐ 1 x calculator and geometry set (compass, protractor)

- ☐ A set of headphones in a labelled bag



- ☐ A stylus pen for BYOD device
- ☐ 1 x homework folder (COMPENDIUM, see below)



Compendiums can be purchased from Officeworks or BIGW



Compendium

Admin Folder

The following are optional but very handy:

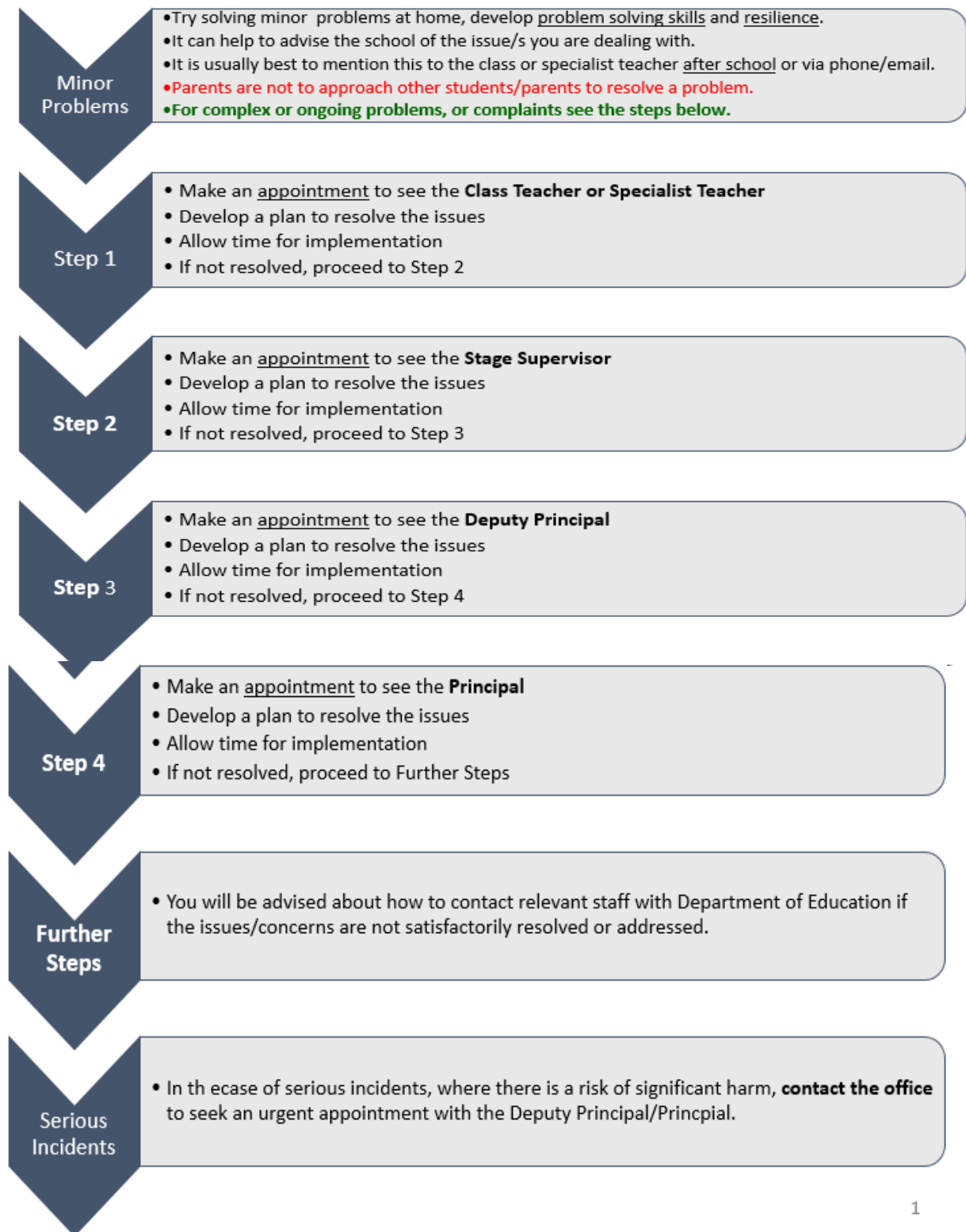
- ☐ 1 x small stapler, and box of staples
- ☐ 1 x small sticky tape dispenser

Students also **need to donate** the following:

1. A box of tissues.

Solving Problems at School

Sometimes, problems at school may arise for your child. If this happens, please follow the steps below.



Notes: