



Homebush West Public School ■ Exeter Road
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Homebush West Public School

Parent Information

Stage One



2019

Welcome to Stage 1, 2019

We look forward to working with you and your child/children, this year.

HWPS Mission

Our purpose is to empower students 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 1 Staff



Stage 1 Supervisor



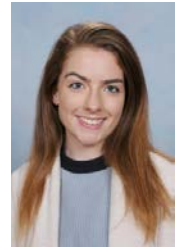
Ms Dezy Kanakakis
21K



Ms Sam Poulos
21S



Mrs Megan Molloy
21M



Miss Aoife Healy
21H



Mrs Kelly Pachos
21P



Miss Meghan
Kelleher 21L



Mr David
Macfarlane 21D



Miss Tugba Kopuz
21T



Miss Emma Kilbane
Learning Facilitator



Mr Debnam
Music Teacher



Mrs Sherrin Chow
Community
Language



Mrs Alyson Windon
Library



Mrs Jassie Lahood
Library

As a team we:

- value communication and a partnership approach to learning.
- set high expectations and standards for Stage 1 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.

Interviews and Appointments

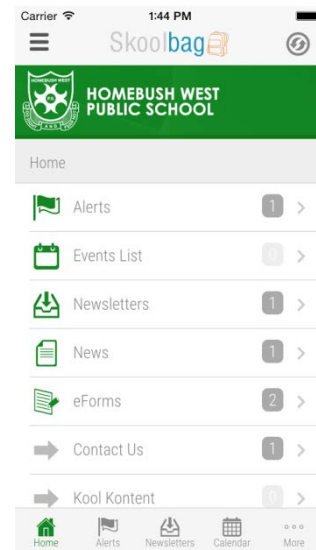
Teachers in Stage 1 value communication.

Please feel free to make an appointment to discuss any issues or concerns with us at any time 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. Our school newsletter is a communication link between you and our school. It informs you of events that have occurred and of events happening in the future. The newsletter empowers you with information relating to changes within the school and to the curriculum.

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>

Classes

At Homebush West our students learn in a co-teaching, flexible learning environment. Co-teaching provides your child with two teachers who have complimentary 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.

English as an Additional Language or Dialect (EAL/D) Classes

This year Miss Kilbane will support students with their learning in classrooms. They will provide literacy and numeracy support to all students needing additional help with the learning of English.

Some students will be withdrawn from class to work with the teachers and a small group. This will take place in the morning and the groups will focus on reading with fluency, writing and comprehension. It will be very beneficial for students placed in the class. Placement in this class will be flexible. Students will exit the class on achieving a level of sophistication in their English communication.

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

- 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

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students also participate in the following learning experiences:

- Fitness and Sport
- Music
- 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)

ICT and BYOD

Students will participate in integrated ICT (Information Communication Technology) activities across the curriculum. Students will be part of the BYOD (Bring Your Own Device) program, students have been asked to bring to school an Apple iPad that will be used in lessons in the classroom.

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 Portfolios**

The school uses digital e-Portfolios for students through the 'Seesaw' e-Learning platform. This change 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.



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.
Soft Skills 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 and 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, and help them become confident in discussing homework issues with teachers themselves before the due date.

Home Reading

Homework includes home reading. Every student has received a home reading folder. This is to be brought into school every day. Each classroom has a set of home readers. Children are encouraged to read every night for homework. Children can take a new book from the home readers in their classroom every day. Each time the child reads it should be recorded on their homework sheet. On Friday homework sheets must be returned to school and to the teacher. Children receive awards at the end of each term for consistent reading.

The level of the book that is sent home is what your child should be able to read with **NO assistance**. If you notice your child having difficulties with the reading please inform the class teacher immediately.

Library

In Stage One students are permitted to borrow two books from the library on a weekly basis. Books must be returned to the library the day before or the day of your child’s allocated library lessons. Homebush West Library bags are required on library day to protect the books being borrowed.

Creative and Performing Arts

- The Creative Arts KLA will be explicitly taught and embedded in the weekly programs. Stage 1 will participate in their music lessons every week.
- Students who wish to participate in Drama, Dance, Choir and Orchestra have been offered to join these groups which run during the Enrichment Groups sessions on Thursday mornings.



Equipment

In Stage One the students are supplied with pencils, crayons, glue and rulers. We expect each student in Stage One to have the equipment on the equipment list labelled, and at school every day, each term. The list is below for your information.

- | |
|---|
| <p><u>Please supply your child with the following:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Raincoat <input type="checkbox"/> Library bag <input type="checkbox"/> Box of tissues |
|---|

What does my child need on which day?

21H – Miss Healy	21M – Mrs Molloy	21L- Miss Kelleher	21P – Mrs Pachos
<p>Monday</p> <ul style="list-style-type: none"> • Fitness, Library <p>Thursday</p> <ul style="list-style-type: none"> • Scripture, Enrichment Groups Music <p>Friday</p> <ul style="list-style-type: none"> • Sport • Homework Due 	<p>Monday</p> <ul style="list-style-type: none"> • Fitness, Library <p>Thursday</p> <ul style="list-style-type: none"> • Scripture, Enrichment Groups Music <p>Friday</p> <ul style="list-style-type: none"> • Sport • Homework Due 	<p>Monday</p> <ul style="list-style-type: none"> • Fitness <p>Wednesday</p> <ul style="list-style-type: none"> • Music <p>Thursday</p> <ul style="list-style-type: none"> • Scripture, Enrichment Groups <p>Friday</p> <ul style="list-style-type: none"> • Library, Sport • Homework Due 	<p>Monday</p> <ul style="list-style-type: none"> • Fitness <p>Wednesday</p> <ul style="list-style-type: none"> • Music <p>Thursday</p> <ul style="list-style-type: none"> • Scripture, Enrichment Groups <p>Friday</p> <ul style="list-style-type: none"> • Library, Sport • Homework Due

21K - Ms Kanakakis	21S - Ms Poullos	21D – Mr Macfarlane	21T – Miss Kopuz
<p>Monday</p> <ul style="list-style-type: none"> • Fitness and Music <p>Thursday</p> <ul style="list-style-type: none"> • Scripture, Enrichment Groups, Library <p>Friday</p> <ul style="list-style-type: none"> • Sport • Homework Due 	<p>Monday</p> <ul style="list-style-type: none"> • Fitness and Music <p>Thursday</p> <ul style="list-style-type: none"> • Scripture, Enrichment Groups, Library <p>Friday</p> <ul style="list-style-type: none"> • Sport • Homework Due 	<p>Monday</p> <ul style="list-style-type: none"> • Fitness and Music <p>Wednesday</p> <ul style="list-style-type: none"> • Library <p>Thursday</p> <ul style="list-style-type: none"> • Scripture, Enrichment Groups <p>Friday</p> <ul style="list-style-type: none"> • Sport, Music • Homework Due 	<p>Monday</p> <ul style="list-style-type: none"> • Fitness and Music <p>Wednesday</p> <ul style="list-style-type: none"> • Library <p>Thursday</p> <ul style="list-style-type: none"> • Scripture, Enrichment Groups <p>Friday</p> <ul style="list-style-type: none"> • Sport, Music • Homework Due

Event and Activities you can expect

- You can expect one excursion each term relating to our curriculum or a guest speaker or a special program at school (incursion).
- Gymnastics Program Term 1 (Moving Bodies)
- Stage One Swimming Scheme
- School reports at the end of each semester
- School Musical in Term 3
- Sporting Events

HWPS encourages a Healthy Lifestyle

- Breakfast - nutritious, include fruit
- Crunch & Sip – fruit or vegetable and water
- Recess & Lunch - healthy food, snacks and water
- Physical Activity – Three lessons weekly (2 x fitness, 1 x sport)
- Wear a hat in the sun or play in the shade
- Uniform – yellow shirt, green pants, white socks and black shoes



Crunch & Sip, Recess and Lunch

Students are asked to bring three items of food for school each day packed in separate containers or zip lock bags for easy access. Suggestions are listed below.

Crunch and Sip	Recess	Lunch
<ul style="list-style-type: none"> - Fruit or vegetables cut into small pieces - Water 	<ul style="list-style-type: none"> - Yoghurt, crackers, popcorn, fruit, muesli bars etc - Water 	<ul style="list-style-type: none"> - Sandwiches, salads, sushi etc

** Please supply a fork or spoon for your child if necessary*

Celebrating Birthdays in Schools

If you wish to organise a birthday celebration you will need to:

- Contact your child’s class teacher in advance and organise the celebration for 2:50pm.
- You may provide a cup cake for each child in the class
- Lolly bags, balloons and toys are **not** to be given out at schools.

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-bulling strategies.

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.



Uniform Shop Hours
Monday 9:00am-10:00am
Thursday- 2:00-2:30pm

School Gates & Office

School hours are from 8:55am – 3:00pm. Our school is open for business at 8:30am, including the supervision of students.

All school gates are open in the morning. During the day the gates on Exeter Rd and Eastbourne Rd are closed. All school gates are reopened at the end of the day for collection of students.



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 not 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** go to the office to get an Early Departure Note.

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>

Online Support for Parents

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

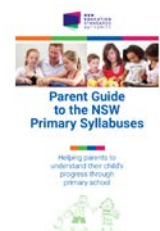


Education Standards Authority – Syllabuses for the Curriculum

<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=>



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.

CODE OF BEHAVIOUR

Homebush West STARS are:

- ✓ Safe and strong
- ✓ Team players
- ✓ Active learners
- ✓ Respectful
- ✓ Success



SCHOOL RULES

Homebush West STARS follow the school rules:

- Make choices to keep yourself safe
- Help ourselves and others to learn
- Show respect for yourself, others and the school
- Take pride in the school environment

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.

Positive Reinforcement

- **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

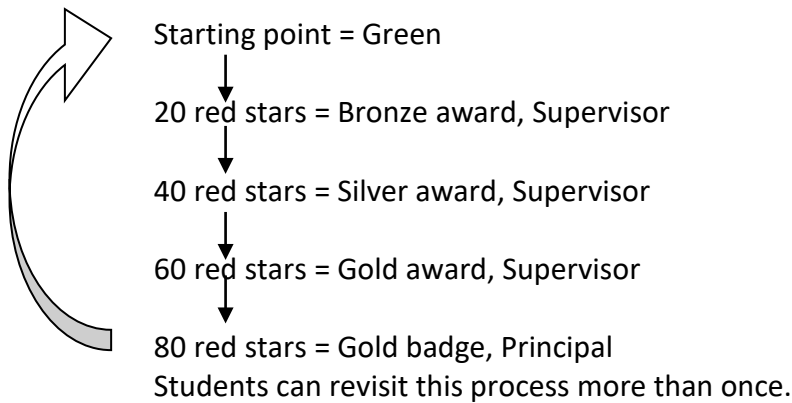


Individual Rewards

Aims

- To 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 Flow Chart



Disciplinary levels

Supervisors 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

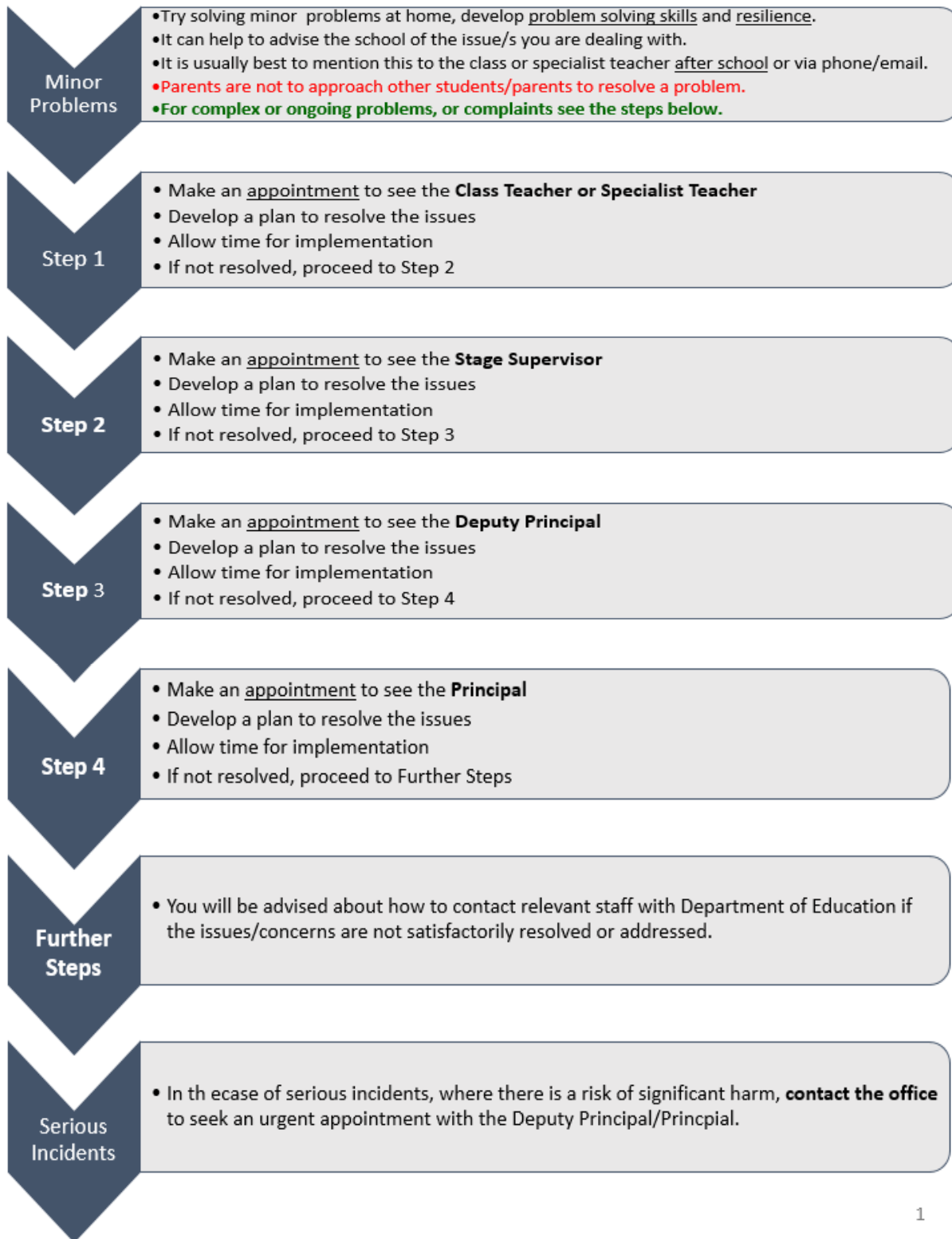
Parents are notified by letter when a student reaches a level and invited to discuss the discipline situation.

Thank you for your support.

Emily Saad
Stage One Supervisor

Solving Problems at School

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





Supporting Your Child in Reading at Home

“The best time for children to start learning to read is when children are very young. This is when they are best able to start developing basic reading skills”.

(Ontario Early Reading Strategies, 2001)

How to Promote Reading at Home

1. Read recipes, comics, DVD and game covers, app descriptions- anything that interests your child.
2. Share interesting stories- even in home language
3. Read to your child or read books together
4. Set an example and promote the love of reading

Reading at Home- 3 Step Process

Orientation to the Story

- Read the story first to identify the main idea or problem in the story.
- Introduce the book by telling your child about the main idea or problem.
- Introduce any names or new words.

Other activities

- Ask your child to ‘predict’ what the story might be about by looking at the front cover.
- Ask your child if the book is ‘fiction’ or ‘non fiction’ based on the layout and pictures.

Reading with Support

- Ask your child to point under each word as you or your child reads (pointing should stop as your child reads harder texts).
- Say the name of characters or places if your child is struggling.
- Read story using PAUSE, PROMPT & PRAISE strategy when your child is ‘stuck’ on a word.

PAUSE	Give your child the opportunity to try the ‘tricky’ word. Wait approximately 5 secs Watch what your child is doing. Are they; thinking about the story thinking about what makes sense looking at the picture thinking about what they could try
PROMPT	Prompt your child so they attempt to problem solve the word. Start by asking <i>“what can you try?”</i> Depending on the word- use a strategy that fits. If the word has a small word <i>“can you see a smaller word in the big word?”</i> If the word can be split into parts <i>“is there a part in the word that you know?”</i> If the word rhymes with another word <i>“does it look like a word you know?”</i> If the word links to the picture or meaning of the story. <i>“Think about the story, what could it be?”</i> If the word helps to make the sentence make sense <i>“what makes sense?”</i>
PRAISE	Praise your child when he/she attempts to problem solve a word independently. <i>“you tried that all by yourself”</i> <i>“I like the way you worked that out”</i>

Activities after the Reading

- Ask your child some questions like ‘what is your favourite part of the story?’, ‘what happened in the story?’, ‘who is your favourite character?’
- Vocabulary building activities
 - Sight word games including; Bingo, Snaps, Memory
 - Finding words that rhyme in the text
 - Clapping long words from the text
 - Internet based activities
 - Apps

Some Important Points

- Encourage your child to read like they are ‘talking’ this is called phrased and fluent reading.
- If your child is struggling and the text is too hard, stop the reading. You can finish reading the book to your child.

Supporting your child in writing at home

1. Let your child see you writing- letters, shopping lists, notes, emails etc.
2. Encourage your child to write- letters, lists, stories, blogs, cards to teachers, friends, get well messages, a diary, emails.
3. Display writing at home on pin boards, fridges.
4. Give gifts of a diary, a writing set, post it notes, fancy pens and textas, stationery.
5. Praise efforts.
6. Make your child aware of different forms of writing as you read to him. Eg., a letter, poetry, an advertisement.

WHAT GOOD WRITERS DO

A. HANDWRITING:

Write from top to bottom, left to right.

Writing is of consistent height, formed well, pressure is good.

Spaces are evident.

B. WRITING TEXTS:

Plan their writing after a discussion/ some time to think.

Make mistakes

Re-read what they have written, to confirm or edit, as they are writing.

Pause and think about the plot. Revise if needed.

Spelling: Say tricky words slowly, thinking about sounds and letters in the words.

Check their writing at end by reading it and correcting any punctuation, spelling, grammar.



Supporting your child in spelling at home

1. Encourage writing tasks: spelling is learned through volume of writing and reading.
2. Encourage your child to develop an awareness of the 'look' of a word.
3. Learn to say and spell the high frequency words that children need day to day at school.
4. Encourage your child to re-read his writing and look for the words that are 'tricky'.
5. Praise efforts.
6. Show you care about spelling by helping them with their spelling homework.

WHAT GOOD SPELLERS DO

- Say tricky word slowly, thinking about sounds and letters in the word.
- Invents a spelling, using the above method.
- Writes the word, breaking it into syllables, if able.
- Looks at the word to see if it 'looks' like it should.
- Thinks about another known word to help spell the 'tricky' word.
- Circles words they are unsure of in their writing.
- Checks the 'invented spelling' of the word in a dictionary.
- Makes sure his/her handwriting is neat and legible.
- Aims for his/her writing to be mostly correct.
- When corrected by the teacher, strives to learn the new word so that it may be used next time.