



2/1W
2024 Parent
Information
Evening

Outline of the Session

Composite Classes

Differentiation

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Question Time

Composite Classes

WHY, HOW AND WHEN?

Composite classes

Occur in schools for a number of reasons.

All classes, whether a single year level or composite class group, have children with diverse learning needs and abilities.

In any class, there will be teaching and learning that occurs as a whole class, in small groups and at an individual level.

Research says: *'high quality teaching and learning is the key to a successful learning environment in any classroom, not the structure or makeup of the class. There is no evidence that student learning may be hindered in a composite class'*.



Differentiation

WHY, HOW AND WHEN?

Differentiation

Teachers are trained in differentiating the curriculum to meet the varying abilities of their students. There is no 'one size fits all' approach

Here are some strategies we use to cater for the range of abilities:

- Planning open-ended tasks
- Having different learning expectations to enable children to feel success at their individual ability level
- Providing targeted small group and individual instruction
- Setting individual goals

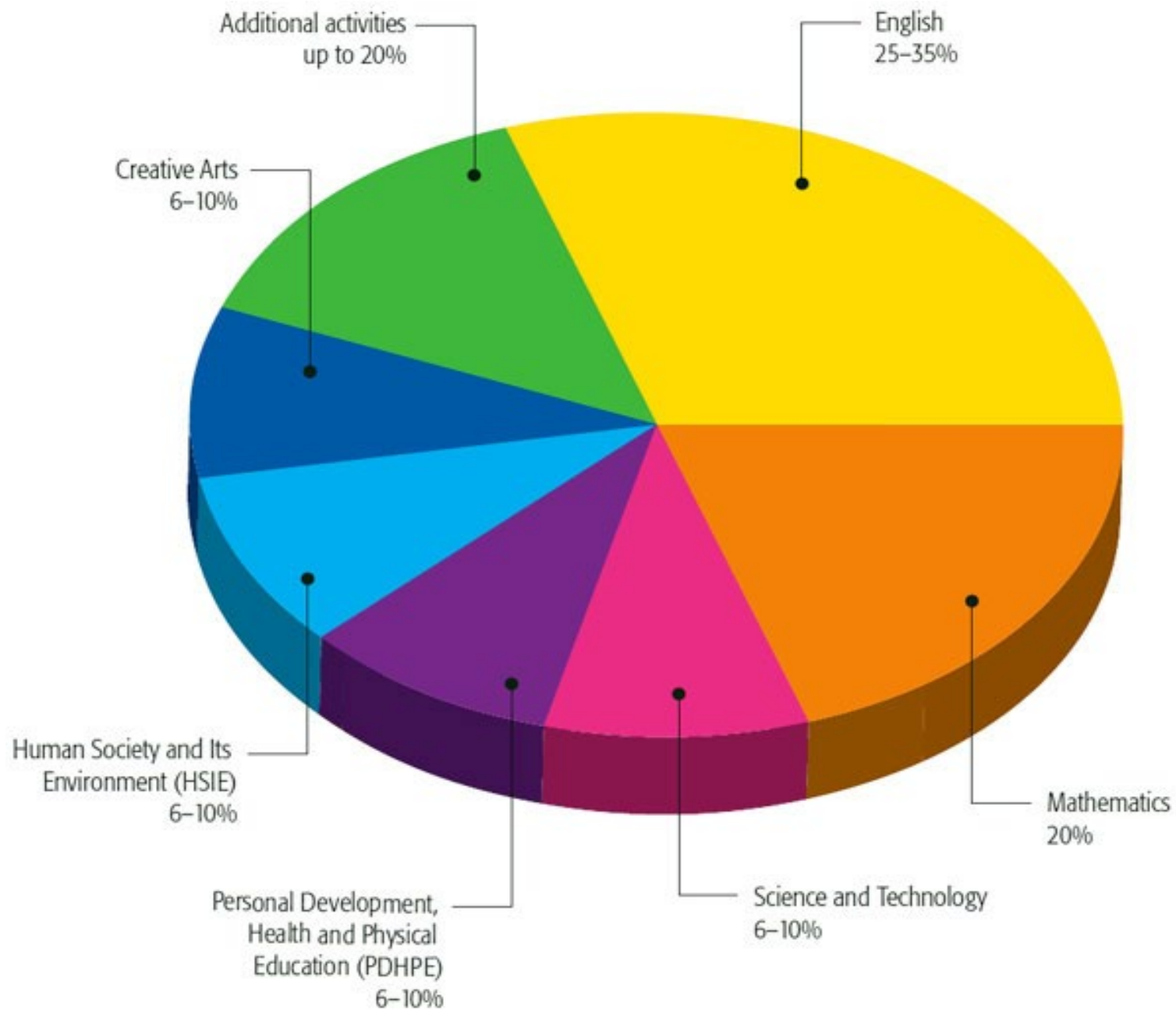
HPGE and Learning Support

- ▶ We ensure that every student is challenged but feels success in their learning
- ▶ To facilitate this we:
 - ▶ provide Enrichment groups. These focus on the HPGE domains of Intellectual, Creative, Physical and Social-emotional (Miss Wyles)
 - ▶ Provide learning support (Miss Hill and SLSOs)
 - ▶ Have team teaching opportunities – an extra teacher, extra expertise! (Miss Wyles, Mr Watson and Miss Hill)



Curriculum

HOW AND WHEN?



Key Learning Areas

Timetable

- ▶ **Monday** – Grade based Science
- ▶ **Tuesday** – Sport; Coding; Scripture (for non-scripture please send in an activity book for your child)
- ▶ **Wednesday** – Music; Italian
- ▶ **Thursday** – Library (library bag required); Grade based History; Homework due
- ▶ **Friday** – Assembly (every second Friday); Homework sent home



Spelling

- ▶ Daily practice with explicit teaching of concepts and 'hooks' to help students remember spelling
- ▶ Year 1 and Year 2 are taught different concepts
- ▶ Sight word recall is a focus - students have their own personal words which will come home as homework



Writing

- ▶ This term we are focusing on narrative writing
- ▶ Modelled, guided and independent writing sessions support student learning
- ▶ Explicit teaching by exploring:
 - ▶ Sentence structure – grammar and punctuation
 - ▶ Mentor texts
 - ▶ Opportunities to write by developing texts as a class and independently



Literacy – Reading Groups

Lessons involve:

- At least 3 times per week
- Levelled grouping to support and extend all students
- Focus:
 - fluency when reading
 - comprehension through Super Six
 - Vocabulary exploration

Numeracy

- ▶ Maths lessons each day
- ▶ Lessons are differentiated to provide support / extension as required.
- ▶ Explicit instruction of concepts
- ▶ Concepts are built upon throughout the week, term and year

Grade based History

- ▶ Year 1 – with Mrs Walker
- ▶ Year 2 – with Miss Jennings
- ▶ “The past in the present” will lead us to explore the history of Terrey Hills and its significant people and places and how it has changed and stayed the same over time



Grade based Science and class based Technology

Science : Dinosaurs and More

Year 2 with Miss Jennings

Year 1 with Mrs Walker

Students will be exploring the external features of modern animals and comparing them with the skeletons of dinosaurs and pre-historic animals.

Technology

- Coding with Mrs Wilson and Mrs Walker (team teaching)
- Students will learn about algorithms, trouble shooting and coding through the program code.org



Homework

Homework is sent home each Friday to be returned on a Thursday

Homework tasks include:

- ▶ Reading Journal – reading out loud every night
- ▶ Maths Mentals
- ▶ Mathletics
- ▶ Personal focus spelling words
- ▶ Other activities as set out
- ▶ If your child has not completed their homework, please just write in a note for me in their homework book



PD/H/PE: Grade Sport

Each Tuesday students will be grouped with their grade to participate in a range of modified games and activities to develop gross motor skills including eye-hand, eye-foot coordination, team sport participation and the importance playing fairly.

Mrs Walker will take Year 1 and Miss Jennings will take Year 2.



Zones of Regulation

Yellow zone

I am feeling:

- Frustrated
- Worried
- Silly and wiggly
- Excited
- Like I'm losing control



What can I do?

- Ask for timeout
- Take 3 deep breaths
- Talk to my teacher

Red Zone

I am feeling:

- Mad
- Angry
- Mean
- Like I'm out of control



What can I do?

- Ask for timeout
- Squeeze my stress ball
- Take 3 deep breaths
- Count to 10
- Talk to my teacher

Green Zone

I am feeling:

- Happy
- Calm
- Okay
- Focused
- Like I'm ready to learn



What can I do?

- Complete my work
- Listen to my teacher
- Remember my goals
- Think happy thoughts
- Help others

Blue Zone

I am feeling:

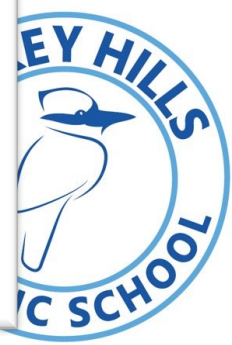
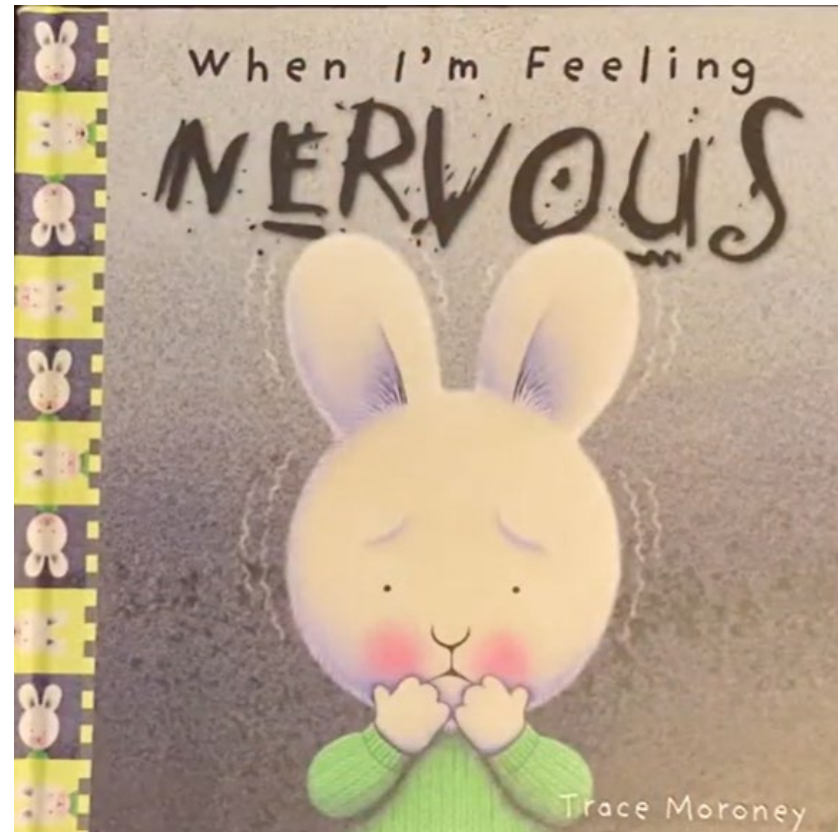
- Sad
- Sick
- Tired
- Bored
- Like I'm moving slowly



What can I do?

- Ask for timeout
- Think happy thoughts
- Talk about my feelings
- Draw a picture

Normalising and identifying emotions: Anxiety or worry



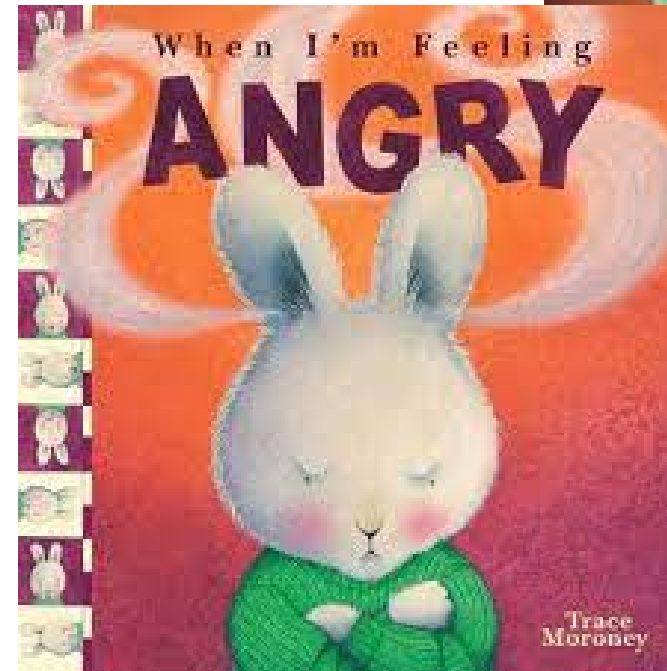
Normalising and identifying emotions: Anger

These glitter jars are what it is like when we get angry



When we get angry we get all shaken up, we might go a bit wild and lose control, just like in the first jar.

If we use our ways to calm down, we become like the last glitter jar, calm and settled.



Supporting students to maximise their learning potential: brain breaks



Merit Cards – Classroom Teachers give out 2 a week at Monday Lines Assmebly. Music, Italian, Library and Music Tutors also award students each week.

Student of the Week and Choose Kinds Awards are given out each week during the Friday K-6 Assembly.

Merit Award



Merit Award



Merit Award

Student of the week



Student of the week



Students collect 5 awards to receive a Bronze Banner (this is made up of 3 Merit Awards plus any combination of Choose Kind and Student of the Week).



RESPECT

- ❖ We are polite and kind to others
- ❖ We show consideration and care for people, property and the environment
- ❖ We wear our uniform with pride
- ❖ We celebrate differences

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RESPECT RESPONSIBILITY LEARNING



RESPONSIBILITY

- ❖ We are ready to learn
- ❖ We keep ourselves and others safe
- ❖ We look after equipment and our belongings
- ❖ We take ownership of our actions

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RESPECT RESPONSIBILITY LEARNING



LEARNING

- ❖ We do our personal best
- ❖ We allow others to learn
- ❖ We challenge ourselves
- ❖ We celebrate our successes and the success of others
- ❖ We are resilient and we persevere

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RESPECT RESPONSIBILITY LEARNING

Positive Behaviour for Learning (PBL)

Observe Problem Behaviour

Problem Solve with Student/s
Student is given a reminder.

Behaviour is repeated

Procedure

1. Teacher issues student with orange card & discusses incident with the student.
2. Teacher who issued card to speaks with class teacher
3. Class Teacher discusses incident with student.
4. Class teacher signs orange card and sends student & card to Executive supervising grade/stage immediately.
5. Executive discusses incident with the student referencing School PBEL Expectations.
6. Executive sends card to Principal.
7. Principal records Orange Cards on spreadsheet & stores card.
8. Executive & Class Teacher to monitor number of orange cards issued to each student.

Minor Incidents

(Orange Cards)

Examples but not limited to:

- o Out of bounds
- o Name calling/inappropriate verbal language
- o Physical contact (non-serious but inappropriate)
- o Deliberate defiance/being disrespectful/non-compliance
- o Persistent disruption
- o Exclusion
- o Persistent dress code violation
- o Inappropriate behaviour in the toilets (including playing)
- o Throwing objects
- o Climbing trees/fences
- o Riding bikes, scooters & skateboards through school
- o Persistent lateness to lines
- o Disruptions to games or harmony
- o Playing with sticks in a dangerous manner
- o Rough play

Major Incidents

(Yellow Cards)

Examples but not limited to:

- o Harassment/teasing/taunting/threatening
- o Direct swearing at students or staff
- o Throwing objects at a student or staff
- o Physical and dangerous play (e.g. wrestling, tackling, biting, pushing, tripping, hitting, kicking, fighting)
- o Bullying (verbal, physical, psychological, social or cyber)
- o Encouraging an act of violence or inappropriate behaviour
- o Leaving school grounds
- o Open defiance or disrespect/ rudeness/ swearing/ lying/ verbal abuse to a person in authority
- o Stealing
- o Deliberate damage to personal or school property

Procedure

1. Teacher issues student with yellow card & discusses incident with the student.
2. Teacher who issued card speaks with class teacher.
3. Class Teacher discusses incident with student.
4. Class Teacher signs yellow card and sends student & card to Executive supervising grade/stage immediately.
5. Executive to call parent/carer to discuss incident.
6. Student meets with Executive supervising grade/stage and completes a reflection sheet.
6. Executive sends card to Principal.
7. Principal records Yellow Cards on spreadsheet & stores cards.
8. Principal, Executive, L&S Team & Class Teacher monitor number of yellow cards issued to each student.

Problem behaviour flow chart



Behaviour Card

Time to reflect:

- . What could I do differently next time?
- . What steps could I have taken to avoid this situation?
- . Who can help me make better choices?

Teacher/Student Report		Class/Student Log	
Name:	Date:	Name:	Date:
Class:	Time:	Class:	Time:
Event:		Event:	
Teacher/Student:		Teacher/Student:	
Class/Student:		Class/Student:	
Initial/Signature:		Initial/Signature:	
Class/Student:		Class/Student:	
Initial/Signature:		Initial/Signature:	
Class/Student:		Class/Student:	



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RESPECT RESPONSIBILITY LEARNING



Problem Solve

Problem solve with a teacher to help you make better choices.

Think to yourself:

- Why have I continued this behaviour?
- Will continuing this behaviour help me?
- What could I do to make better choices?



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Think

Think to yourself:

- . What do I want?
- . Is my behaviour getting me what I want?
- . What other choices can I make?
- . Who does my behaviour impact?
- . Who can I ask for help?



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RESPECT RESPONSIBILITY LEARNING

Reflection Time



Additional Information

ATTENDANCE MATTERS, COMMUNICATION CHANNELS

Attendance Matters

Everyday counts, as regular attendance helps students to:

develop a sense of belonging

develop and maintain friendships

be more engaged at school

progress with their learning



Parents and carers can help foster positive attendance habits by:

helping their child learn the importance of punctuality and routine

ensuring their child arrives on time from the start of the school day, ready to participate in learning

reducing disruption to learning where possible, by planning any necessary appointments outside of school time

promptly communicating any absence to the school (within 7 days of the first day of any absence)

working with the school to encourage and support regular attendance.

Attendance Matters

Communication



**School
Newsletter -
Wednesdays**



School App



School Website:
[https://terreyhill-
p.schools.nsw.gov.au](https://terreyhill-p.schools.nsw.gov.au)



**Contact via
the School
Office**



New school app



If you have a query...

- ▶ Please come and speak to me or book a meeting time
- ▶ If required I will engage the Assistant Principal – Miss Catherine Wyles and / or Mrs Bruce
- ▶ As the classroom teacher, I will be best placed to respond to and deal with any questions, queries or concerns you might have



Key dates

- ▶ **Easter Hat Parade** – Thursday 28 March
- ▶ **Easter Long Weekend** – Friday 29 March / Monday 1 April
- ▶ **Parent Teacher Interviews** – Week 10 and 11
- ▶ **End of Term 1** – Friday 12 April



Class parents

Any volunteers?

**If you would like to be class parent,
please come and have a chat!**



Question Time



THANK YOU!

