



**2J**  
**2024 Parent  
Information  
Evening**

# Outline of the Session

Differentiation

Curriculum

Additional Information

Question Time

# 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

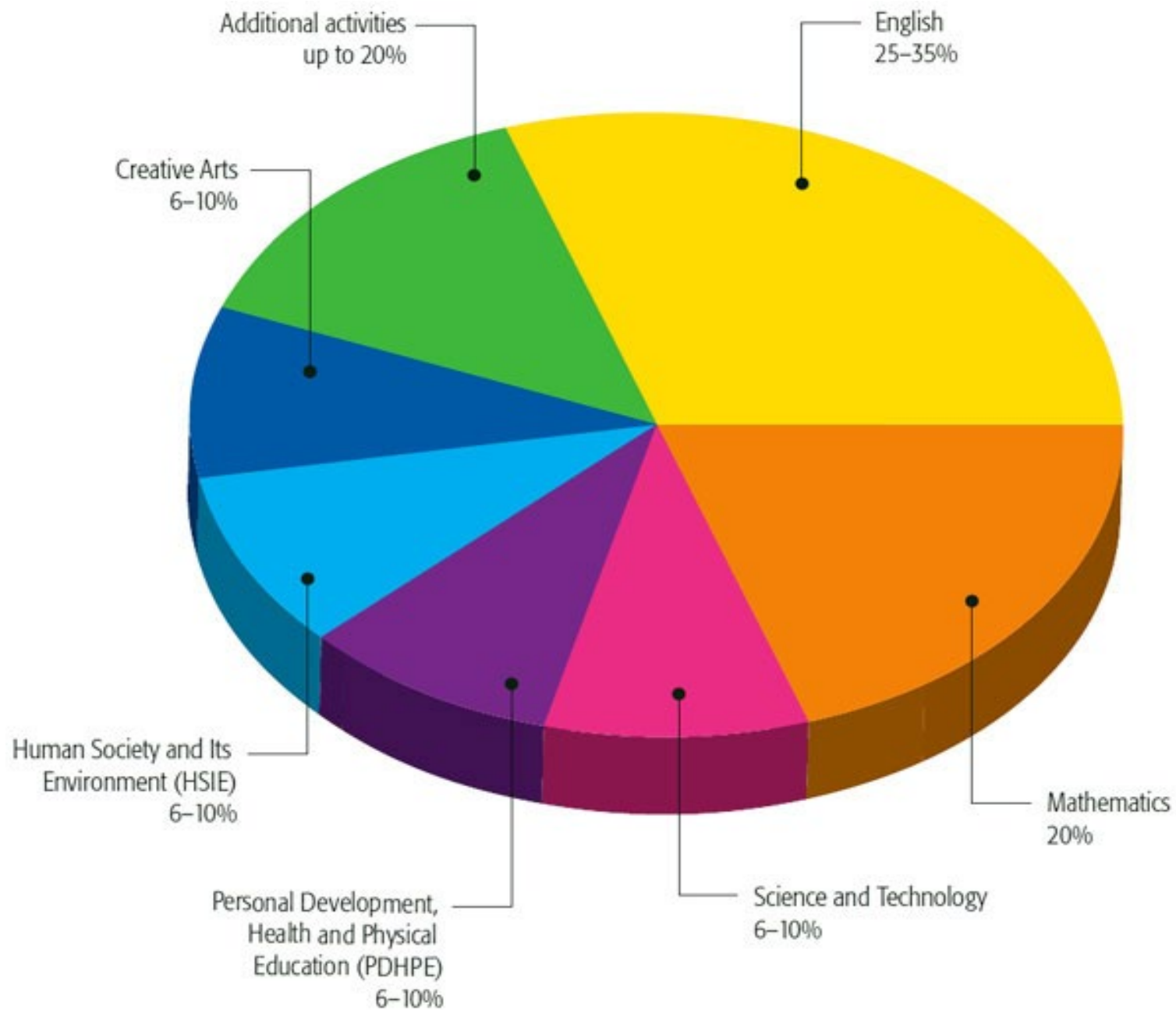
# HPGE and Learning Support

- ▶ 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** – Library (library bag required); Italian
- ▶ **Thursday** – Music; 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
- ▶ 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

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 Miss Jennings (team teaching)
- Students will learn about algorithms, troubleshooting 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.

Miss Jennings will take all of 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:

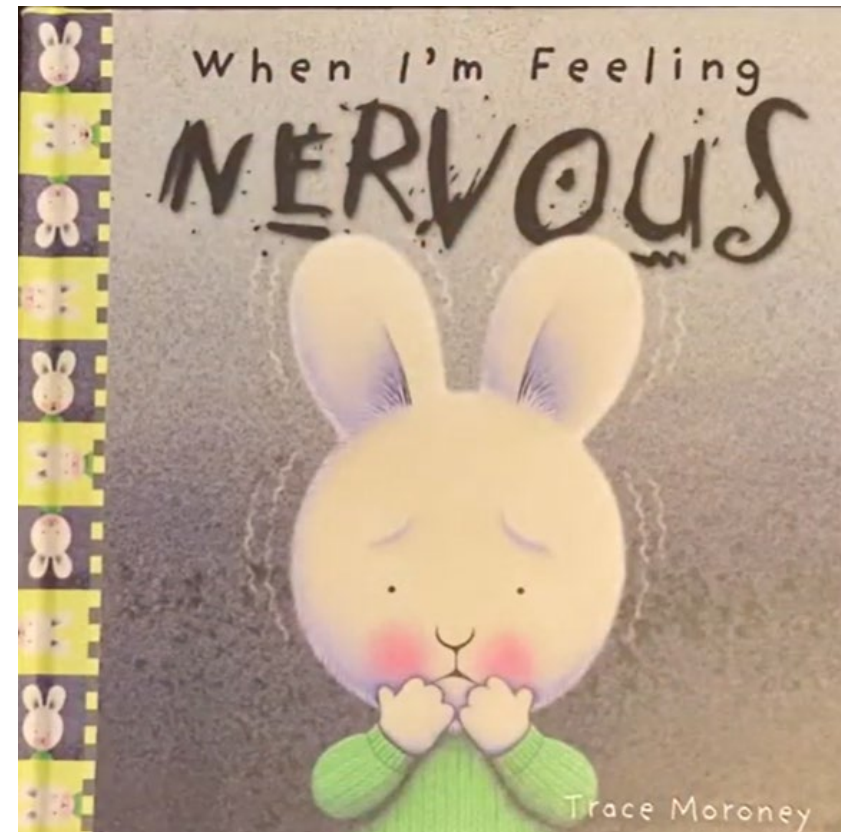
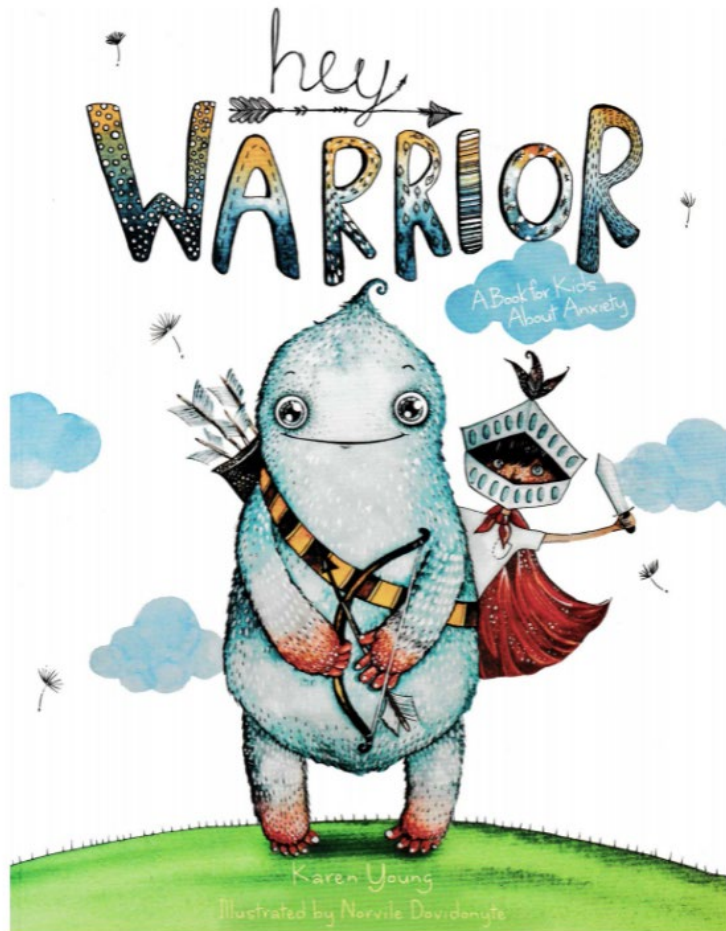
- Sad
- Sick
- Tired
- Bored
- Like I'm moving slowly



### What can I do?

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

# Normalising and identifying emotions: Anxiety or worry



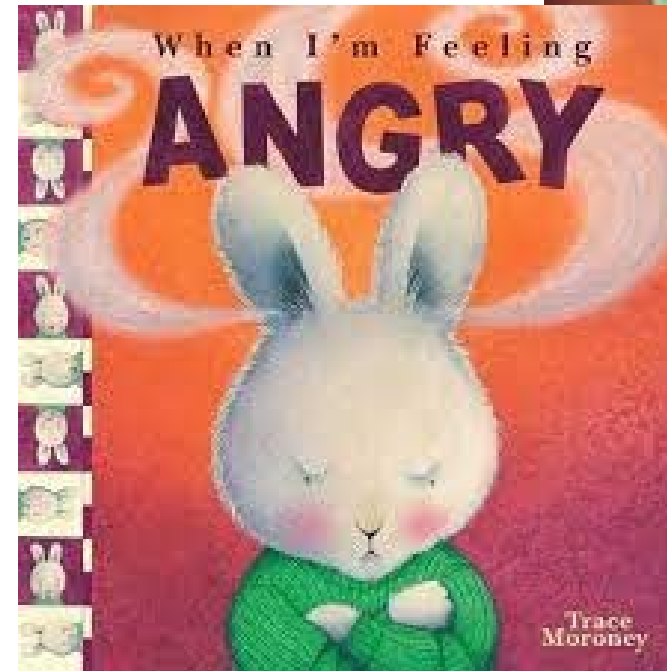
# Normalising and identifying emotions: Anger

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

- ▶ Use of meditation and smiling minds program to relax the body and mind.
- ▶ 'Go-noodle' dances and movement videos to release built up energy.
- ▶ 'Heads or Tails' true or false statements using recently taught concepts.



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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# 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/Subject/Level	
Name:		Name:	Describe term/level:
Year:		Year:	
Class:		Subject:	
Teacher/Reporter:		Teacher/Reporter:	
Class/Subject/Level:		Class/Subject/Level:	
Initial/Classroom Number:		Initial/Classroom Number:	
Date:		Date:	



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## 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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# 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**



# 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!

