BACKGROUND INFORMATION
The Key Learning Areas are:
* English
* Human Society and its Environment
* Creative Arts
* Mathematics
* Science and Technology
* Personal Development, Health and Physical Education

STAGE OUTCOMES
All children have different abilities, strengths and weaknesses; background knowledge and experience; and learn at different rates. For this reason, what teachers are expected to teach and students are expected to learn is organised into learning stages. For practical purposes, these stages are approximated into the traditional age groupings (grades) as follows:
EARLY STAGE 1 - Kindergarten
STAGE 1 - Years 1 & 2
STAGE 2 - Years 3 & 4
STAGE 3 - Years 5 & 6
However, within each grade, the reality is that students are at different stages of learning across different learning areas. These stages continue up to Stage 6 in Secondary school. This year our enrolment numbers have necessitated a 5/6 multi-age class and the placement of some Year 5 students into a 4/5 multi-age class.

In each Key Learning Area there is a continuum of the learning outcomes expected for each of the learning stages. The content of classroom programs aims to provide students with learning experiences which will assist them to achieve the outcomes and assessment tasks which provide them with the opportunity to demonstrate this achievement and therefore readiness to move along the continuum.

ENGLISH
English consists of three strands: Reading, Writing and Talking and Listening. In each of these strands we address skills and strategies, text and context (relating to purpose, subject matter and audience) and language structures and features (which includes grammar).

For Reading, students will be grouped according to reading ability within their class groups and work on activities appropriate to their level. They will also participate in whole class shared reading activities.

In Writing, different text types will be revised and developed across Key Learning Areas. These include: Recounts, Descriptions, Reports, Expositions, Procedures, Narratives, Explanations, Discussions and Poetry. Spelling words are derived from a combination of theme related words, prepared lists and words taken directly from the children’s writing. This year the school will again participate in the Premier’s Spelling Bee. Students will be expected to follow a set process for all writing tasks. Handwriting and Word Processing skills will also be developed.

In Talking and Listening, students will be involved in developing their listening skills and skills in talking, considering their purpose, audience, content and presentation. The school will be participating in the Multicultural Public Speaking Competition, and a focus of our program will be the developments of students’ public speaking skills.

MATHEMATICS
This Mathematics syllabus is organised into the strands of:
- Number (Whole Numbers; Addition and Subtraction; Multiplication and Division; Fractions and Decimals, Chance)
Stage 3 students will be participating in Maths groups for the number strand. Students will be grouped according to their ability in number as determined by pre-assessment. Students will move to these groups after recess on Monday, Tuesday and Wednesday. The aim of these groupings is to address students’ individual needs within a more homogenous context, thereby allowing more specific and appropriate teaching and learning activities. Once a term, there will also be a Thursday morning session enabling a group of the students to participate in an enrichment program through video conferencing.

Other strands are addressed by the class teacher.

**CONNECTED OUTCOMES GROUPS (COGs)**
To assist teachers in addressing all required outcomes and content across the Key Learning Areas, the Department of Education and Training has developed integrated teaching units, primarily covering the areas of HSIE; Science and Technology; Creative and Practical Arts and Personal Development/Health. These units also provide links to English and Mathematics.

This year the school is again adopting COGs units across K-6. Timetabling involves block time given to COGS rather than individual time allocations given to each of the KLAs. There is, therefore, no longer a weekly art lesson for example, as such lessons will take place when they occur in relation to the unit.

This semester Stage 3 are working on the unit ‘Symbol Systems’ exploring symbols at a personal, cultural and global level, and ‘Living Land’ exploring the influence of the natural, built and heritage environments on people’s lifestyle choices, leisure and artistic expression.

**PDHPE**
Stage 3 will be having a PDHPE session on Thursday afternoons prior to lunch. On a weekly basis, students will rotate around one of three activities. These activities will include fundamental movement skills, dance and games as well as PD/Health activities from the COGs unit where applicable. In Term 1 the activities will be gymnastics, dance and health (road safety, bike safety and sun safety) from Week 6.

PSSA and Home Sport will take place on Friday mornings in Terms 1 and 4 and Friday afternoons in Terms 2 and 3.

**RFF**
While teachers have Release from Face to Face teaching, the classes are taught by other teachers. Mrs Kobeleff takes all Year 5 and 6 classes for RFF where in addition to facilitating borrowing, he works with students on research skills and the completion of research tasks using library resources including the computers. Mr Lowe also takes all Year 5 and 6 classes for RFF, working with students in the computer lab to develop their ICT (Information Communication Technology) skills. Miss Bekas also takes 6G for executive RFF, addressing the Space and Geometry strand of Mathematics.

**SCRIPTURE**
Religious Instruction for Catholic, Protestant and Islamic students takes place on Tuesday mornings from 10.00 – 10.30.
PBIS
This year we are continuing to develop PBIS (Positive Behaviour Interventions and Supports) through our ‘On Track’ program, explicitly teaching the agreed upon expectations and encouraging behaviour reflecting these expectations. Beginning at classroom level, students and teachers are focusing on expectations relating to Safety, Respect, Responsibility and Active Learning. As a consequence for breaching the set expectations, we have a system of levelled discipline.

NAPLAN
Year 5 students will be participating in NAPLAN (National Assessment Program in Literacy and Numeracy) in Week 3 of Term 2. During this time, Year 5 students from 4/5F and 5/6K will join together to sit the tests.

GAMES DAY / FUNDRAISING / YEAR 6 FAREWELL
Games Day will take place late in Term 3 and preparations will commence in Term 2. In the lead up to Games Day, the students will also run a day-time disco. The Year 6 Farewell will again be held at the Crystal Room of the Paradiso Reception Centre in Fairfield in the final week of the school year.

HIGH SCHOOL ENROLMENTS / SELECTIVE HIGH SCHOOL APPLICATIONS
Information packages about government secondary schools including Expression of Interest for Enrolment forms will be distributed to Year 6 students within the next few weeks. Information regarding specialist sports high schools will also be available around this time. All students, including those planning to attend non-government secondary schools are required to complete and return the Expression of Interest forms. We hope to hold an information session for the purpose of assisting parents with the completion of these forms soon after they are distributed.

Information packages including applications for selective high schools for 2012 will be available to Year 5 students early in Term 4.

TRANSITION TO HIGH SCHOOL
We work very closely with Merrylands High School to make the transition into the next stage of their education as smooth as possible for students. Merrylands High School has developed a program with their feeder schools which involves visits from high school teachers to conduct a range of lessons in primary schools as well as visits to the high school by students where they again sample a variety of lessons in the secondary school environment. These opportunities are available to both Year 6 and Year 5 students. All students, regardless of the high school they are planning to attend, are strongly encouraged to be involved in these events. The dates are as follows:

- Thursday 3rd March – MHS teachers visit Year 6 students @ Guildford West PS (1:30 – 3:00pm)
- Wednesday 16th March MHS Open Day for Year 6 students (10:00am – 2pm)
- Thursday 2nd June – MHS teachers visit Year 5 students @ Guildford West PS (1:30 – 3:00pm)
- Wednesday 15th June MHS Open Day for Year 5 students (10:00am – 2pm)
- Wednesday 26th October – MHS teachers visit Year 5 students @ Guildford West PS (1:30 – 3:00pm)
- Monday 5th December – Year 7 2012 Orientation Day

Many secondary schools in the area advertise Open Days around this time of the year, so be on the lookout for these. Those that we are aware of at this stage are:
- Auburn Girls’ High School and Granville Boys’ High School – Friday 25th February
- Northmead High School Open Day – Tuesday 8th March
EXTRA CURRICULA OPPORTUNITIES
There are an increasing number of extra curricula activities offered to students including Sports, Choir, Dance Group, Public Speaking, Debating and gardening. Please encourage your child/ren to get involved with school activities.

HOMEWORK
Homework is given each Monday. In addition to the Homework sheet, children are encouraged to read and practise Spelling words and tables nightly. Homework books are handed in for correction every Friday. We are planning to develop a new Wiki for Stage 3 students for homework.

REPORTING TO PARENTS
Written reports are sent home twice yearly, at the end of Terms 2 and 4. Parent Interviews occur at the end of Term 2.

EXCURSIONS/CAMPS
Stage 3 students have the opportunity to attend a 5-day camp at Myuna Bay Sport and Recreation Centre. This camp is taking place in Term 2, Week 2 and initial details have already been provided to families, and further details and a payment schedule will be sent home shortly. While this is the only excursion for Stage 3, we are hosting visiting performances and a the Life Education Centre program at school this year.

ABSENCES / LATE ARRIVALS
If your child is absent, please send a note of explanation as soon as possible after the child returns to school, as all absences on the roll need to be explained. This is also the case if your child is absent for any part of the day. If students arrive late to school i.e. after 9.10 am, they need to go to the office where receive a late slip. If they are unaccompanied by an adult they need to take the slip home, after the teacher has recorded the time they arrived at the office, so that the reason for their late arrival can be recorded by their parent/carer.

MONEY
Please, send all money to school in an envelope with your child’s name, the reason for the money and the amount enclosed (i.e Jackie Smith Book Club $16). All money is to be placed in the payment slot in the office.

UNIFORM
We ask for your continued support in encouraging students to wear correct uniform. This includes school hat, black school shoes and school jacket or sloppy joe. ‘On Track’ tee-shirts should only be worn on Tuesdays.

Please don’t hesitate to make arrangements to see your child’s teacher or myself if there is anything you would like to discuss during the year.

T. Gawthorne
Assistant Principal, Primary