



# Welcome to Year 3!

Lydia Whiston 3W  
Susanna Robertson  
3R

# MEET THE TEACHER

## ABOUT ME:

- Welcome to 3R!
- This is my 10th year teaching at BPPS.
- I am passionate about quality literature for children and extending student learning

## FUN FACTS:

- I have 2 children
- I love dogs
- I lived in London and Dubai for 12 years
- I love to design and create
- I love to travel

## FAVOURITES:

My favourite country is Italy  
Sport: Skiing  
Favourite pass time: reading (especially at the beach.)



# MEET THE TEACHER

## ABOUT ME:

- Welcome to 3W!
- This is my 4th year teaching at BPPS.
- I'm passionate about creating a welcoming and motivating learning environment for students
- I bring a positive attitude, open mind and high expectations for my students into the classroom every day.

## FUN FACTS:

- My partner and I went travelling through Europe for two months in 2019.
- I love to travel
- I used to be a dance teacher
- I studied business and psychology before doing a Master of Teaching

## FAVOURITES:

- I've just started getting into running and I love pilates.
- I like going for a swim at the beach and relax by reading my Kindle.





## A bit about our teaching:

- 1) We love our job and each and every student. We want to help support your child's growth this year, including socially and emotionally
- 2) Honesty is always the best policy!
- 3) Communicate - tell us so that we can help you and find a solution to the best of our abilities
- 4) Our philosophy in the classroom is that 'In this classroom, we don't focus on problems, we focus on solutions!' and:
- 5) **BE KIND. ALWAYS.**
- 6) We like to have lots of fun with our students
- 7) Reading is the key to all learning




Year 3 is an exciting change in your child's school journey as they transition into Stage 2.

They are no longer in the infant stage of school.

With this comes more responsibility and independence and high expectations around following the school values of respect, responsibility and personal best.

# Class Timetables

	Coding & Robotics	Music	PE	Library	Gymnastics (term 1 only)
3W	Mon	Tues	Tues	Tues	Thursday
3R	Tues	Tues	Mon	Tues	Friday



# Specialist Teachers



Brent Robens  
Coding, Robotics, and Technology



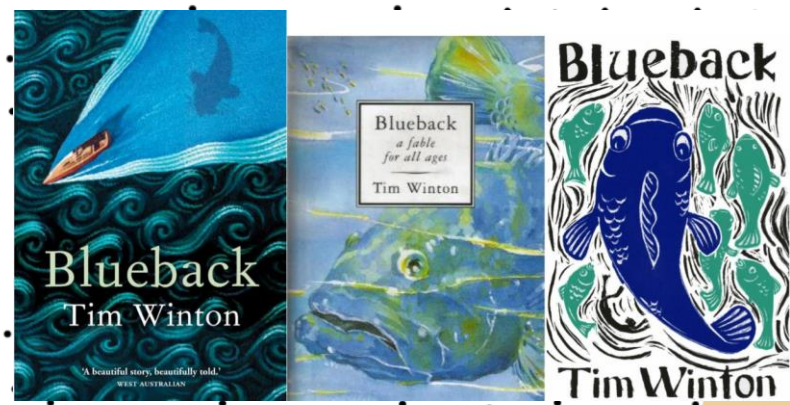
Gemma Deacon  
Music



Rebecca Seelinger  
Library



Jorrel Burazer  
Physical Education



## Transdisciplinary Unit: Oceans

Focus on the KLA's of English, Science and Maths

An engaging project based unit of work

The writing focus is narrative writing

Reading focus is building literal and inferential comprehension and a love of reading.

### **Big Ideas and Real-World Thinking**

#### **What is transdisciplinary learning?**

Transdisciplinary learning enables students to create connections between all school subjects while exploring a relevant concepts, issues, or problems. It supports a deeper understanding of key concepts.

We partner our TD learning with problem solving, creative thinking and critical analysis skills to prepare students for the real world.



# Maths Term1

Constantly  
assessing  
student needs  
through tasks  
and  
questioning

Differentiated  
targeted  
teaching and  
learning within  
the classroom  
environment

TERM 1, 2024		Focus	
<b>W2&amp;3</b>	Revision of key skills, mathematics games and skills, and consolidation		
<b>W4</b>	Whole Number	-	Recognise, model, represent and order numbers. - Place value and partitioning.
<b>W5</b>	Multiplicative Relations	-	Generate and describe patterns. - Use arrays to establish multiplication facts from multiples of 2 and 4, 5 and 10. - Recall multiplication facts of 2 and 4, 5 and 10 and related division facts.
<b>W6</b>	Addition and subtraction strategies	-	Recognise and explain the connection between addition and subtraction. - Select strategies flexibly to solve addition and subtraction problems of up to 3 digits. - Partition, rearrange and regroup numbers to at least 1000 to solve additive problems.
<b>W7&amp;8</b>	Geometric measure	-	Length: measure and compare objects using metres, centimetres, and millimetres. - Length: use scaled instruments to measure and compare lengths. - Compare and describe features of 2D shape. - Time: represent and read analog time.
<b>W9</b>	Fractions	-	Create fractional parts of a length using techniques other than repeated halving. - Model and represent unit fractions and their multiples to complete a whole on a number line.
<b>W10</b>	Data	-	Collect discrete data. - Organise and display data using tables and graphs. - Interpret and compare data.
<b>W11</b>	Targeted teaching based on assessment and observations from Term 1		

# Learning Support + High Potential Gifted Education



Sally Rainbow  
Learning Support Coordinator  
High Potential and Gifted Coordinator  
[Learning Support Team](#)  
[High Potential & Gifted Education Team](#)



Trent Gardiner  
Principal  
[Learning Support Team](#)  
[High Potential & Gifted Education Team](#)



Edward Johnston  
Assistant Principal – Curriculum & Instruction  
[Learning Support Team](#)  
[High Potential & Gifted Education Team](#)



Susanna Robertson  
Assistant Principal – Stage 2  
High Potential and Gifted Coordinator  
[High Potential & Gifted Education Team](#)



Anna Gibson  
EALD (English as an Additional Language or Dialect) Teacher  
[Learning Support Team](#)



Cliona Mulloy  
School Counsellor & Registered Psychologist  
[Learning Support Team](#)

# Communication

Communication with our parents is vital. Afternoons are always a better time to meet as before school can be busier for all.

Please arrange a meeting if you would like to discuss your child's progress.

[beautypt-p.school@det.nsw.edu.au](mailto:beautypt-p.school@det.nsw.edu.au)

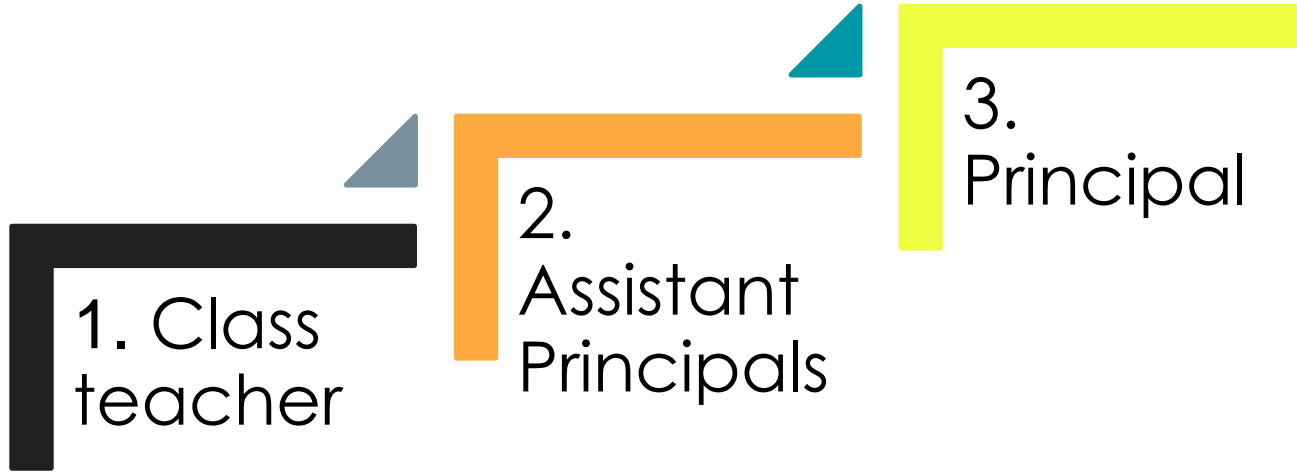
Parents and carers, **please respect that our teachers are professionals and have multiple responsibilities outside of their direct teaching commitments.** It may therefore be difficult to arrange meetings at short notice during a school day.

Meetings can be arranged **via email or by contacting the school office on 9969 4260.** Emails sent to the classroom teacher will be responded to within 48hrs.

**For urgent matters, the office should be contacted** as teachers are not always able to check their emails throughout the day. The office staff will ensure that messages are conveyed to relevant teachers and students before 2.45pm.

# Communication

If you have an issue always speak with your classroom teacher first.



Positive  
Behaviour for  
Learning

Our Core Values

**Respect,**  
**Responsibility**  
**Personal Best**



Beauty Point students are encouraged to sit calmly each break and eat during their designated eating time.

Time to Eat - This helps teachers to **ensure children are taking the time to eat**. Without encouragement, some children tend to get too caught up in their conversations and/or rush out to play without eating.

Parents Monitor Eating Habits – It is likely that the **food coming back used to end up in the bin**. This **helps parents monitor which foods students are eating**.

Quiet eating places are available for students who take longer or have their eating time interrupted.

SUSTAINABLE ME!

# Homework

Homework will be handed out on Monday. Students are to return their homework **the following Monday.**

Please see teacher if:

- Your child is exempt from homework
- If your child requires additional work

These are one to one discussions.

## Stage 2 Reading Log

Date	Title and Author	Pages	Time Spent	Parent/Guardian Signature

Stage 2 Homework Tracker – Parents and Teachers -

Name \_\_\_\_\_



## HOMWORK

Please sign when you believe your child has completed their homework. Your child's teacher will also stamp and leave brief notes to:

- Build efficient communication between school and home to support your child.
- Teach students to be responsible for their own homework and communicate it openly with their parents.
- Help parents track homework.
- Support students to develop strong work and time-management skills at home.
- Acknowledge and encourage student efforts at home.

Term 1	Parent	Teacher
Week 4		

## Year 3 Homework - Term 1 - Week 4

### Reading

- Read aloud for at least 15 minutes every night
- Reading Eggspress - 1 task

### Spelling

- Write out all of your spelling words (focus and topic words) in your homework books. Learning the extension words, instead of the focus words, is an optional challenge
- Complete one spelling grid task using this week's list words (one task per week)

### Mathematics

- Mathematics tasks – 3 tasks
- Maths mental – differentiated worksheet

### Speech

# Student Learner Profiles

The form is a light purple rectangular template with a central circle. The central circle contains a line drawing of a person thinking, with the text "Insert picture" above it. Six colored dots (orange, green, yellow, teal, green, orange) are arranged around the circle, connected by thin lines to six surrounding rectangular boxes. The boxes are labeled as follows:

- Top-left: "About me" (orange text)
- Top-right: "Interests" (green text)
- Middle-left: "Likes" (yellow text)
- Middle-right: "Dislikes" (teal text)
- Bottom-left: "My Support Team" (green text)
- Bottom-right: "School is..." (orange text)

## An opportunity for:

- Students to express who they are, their aspirations and passions to their new teacher
- Teachers to get to know their students and meaningfully differentiate for individual student needs



# No phones or smart watches to be used or worn at school

Phones, smart phones and smart watches must be switched off and put away in students' bags. They are brought to school and left in bags at the student's own risk.

If these devices are used during the school day, they will be confiscated by the classroom teacher and brought to the school office. The school accepts responsibility and liability for confiscated devices. Students can collect their device from the office at the end of the day.

Digital devices are electronic devices that can receive, store, process and share digital information and connect to applications (apps), websites and other online services.

- They include:
  - desktop computers;
  - laptops;
  - tablets;
  - smartwatches;
  - smartphones and other devices.



# Note Pack (via email)

Please make sure that you sign the following notes that have been emailed home

1. Digital Technology Policy
2. Permission to Publish
3. P&C Parent Contact List
4. Food Allergy Policy
5. Declaration for Child Related Workers (and volunteers) - this form needs to be completed if you are volunteering at school or in the classroom. If you have already completed this form at the office, there is no need to complete it again. It only needs to be completed once while you are a parent at the school. If you need to complete it for the first time, please visit the office.



## **NAPLAN DATES**

**Naplan commences  
Week 7: Wednesday  
13th March 2024 to  
Week 8: 22nd March  
2024**

A rectangular piece of white paper is mounted on a light-colored wall. The paper is held in place by four small, round, gold-colored fasteners, one in each corner. The paper is surrounded by a simple, thin, gold-colored wooden frame. The text on the paper is centered and consists of several lines. The words "said", "did", and "feel" are written in a cursive script, while the rest of the text is in a plain, typewriter-style font.

people will forget  
what you *said*  
people will forget  
what you *did*  
but people will never  
forget how you  
made them *feel*

- Maya Angelou -

The background features a light blue sun with rays in the top left corner. The rest of the background is white with a pattern of small black dots. At the bottom, there are several vertical, rounded rectangular shapes in shades of pink, yellow, and green. A large, black-outlined cloud shape is positioned on the right side of the page.

# Questions