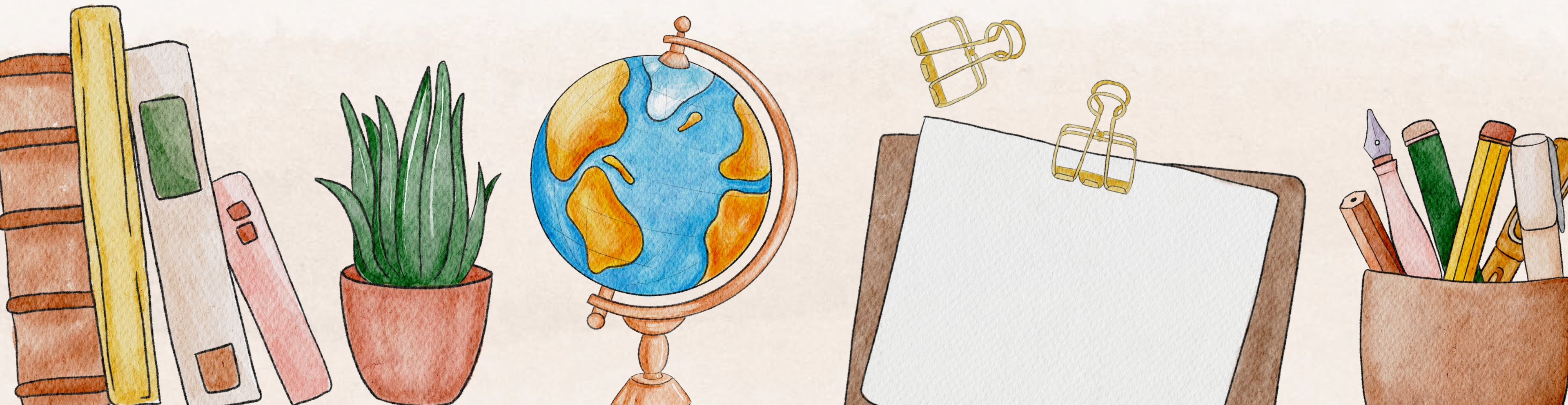


# Meet the Teacher

Stage 3 2024





# Acknowledgement of Country

Stage 3 acknowledges and pays our respects the traditional custodians of this land, the Gaimeraigal people, on which we learn, grow and play.

We recognise the contributions of all elder's past, present and emerging who cared for this land before us. We thank the Gaimeraigal people who have provided us with the rock art that has blessed our school grounds with its significance and beauty.

We appreciate the land, water ways and skies and aim to take care of this wonderful environment throughout future generations.

# Stage 3 Teachers

About me

Maddison Goldrick  
Assistant Principal Stage 3  
BA Psychology and Education

Hobbies and Interests

Running - Marathon

Surfing

Ocean Swimming

Cycling

Tennis (New Skill 2024)



# Stage 3 Teachers

About me

Rachael Goodhue

Stage 3

Bachelor Human Movement and Education

Hobbies and Interests

Enjoy the outdoors

Swimming

Tennis

Travelling- experiencing different cultures



# Specialist Teachers



Brent Robens  
Coding, Robotics, and Technology



Gemma Deacon  
Music



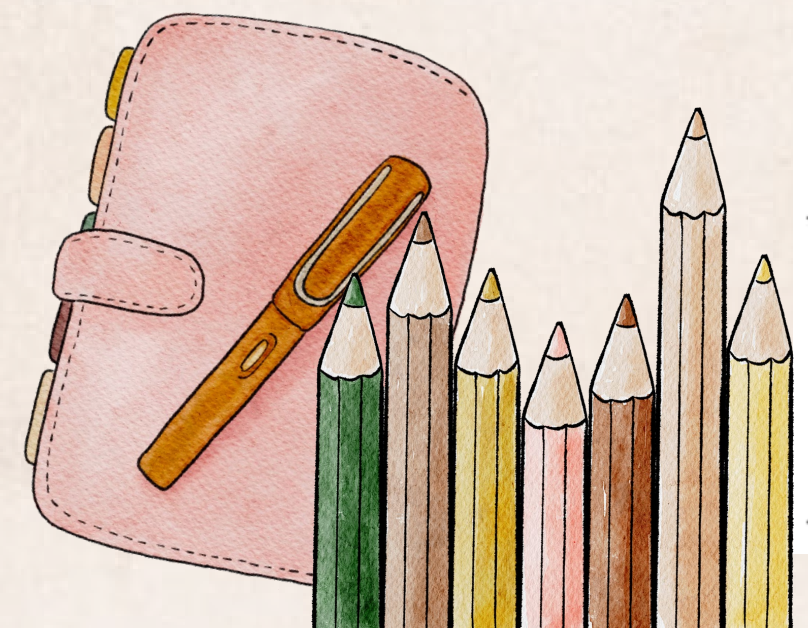
Rebecca Seelinger  
Library



Jorrel Burazer  
Physical Education



# Learning Support



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)

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.

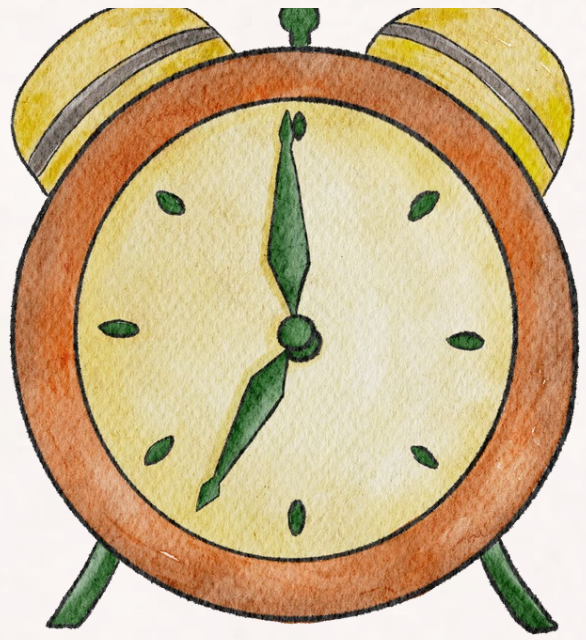


1 Classroom Teacher

2 Assistant Principal

3 Principal





# Timetable



	Coding & Robotics	Music	PE	Library
56M	Mon	Mon	Mon	Tues
56G	Mon	Mon	Mon	Tues

# Homework

## Outline of activities each week

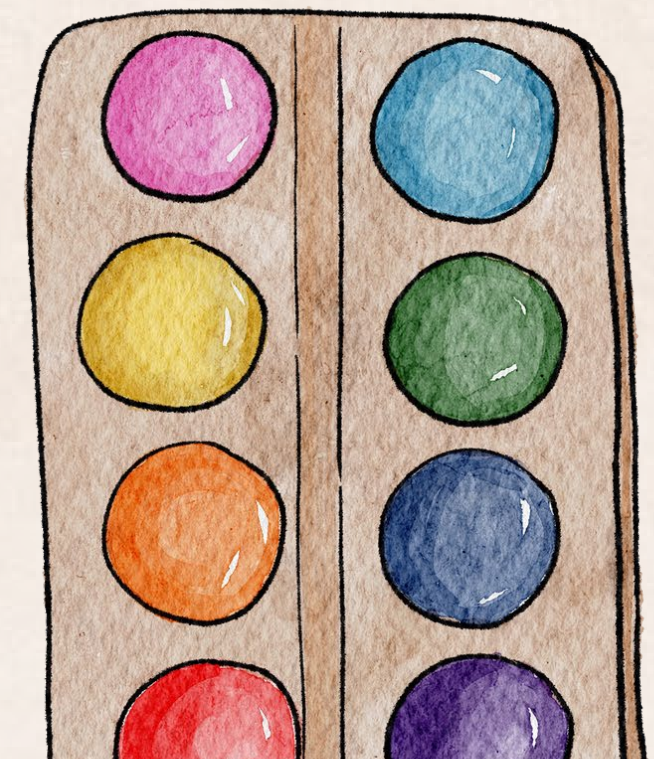
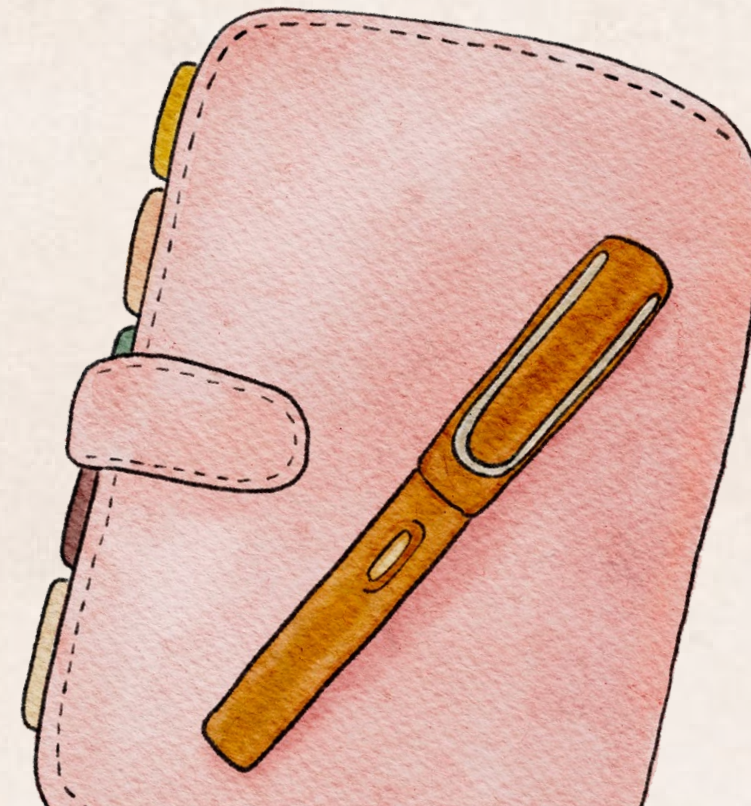
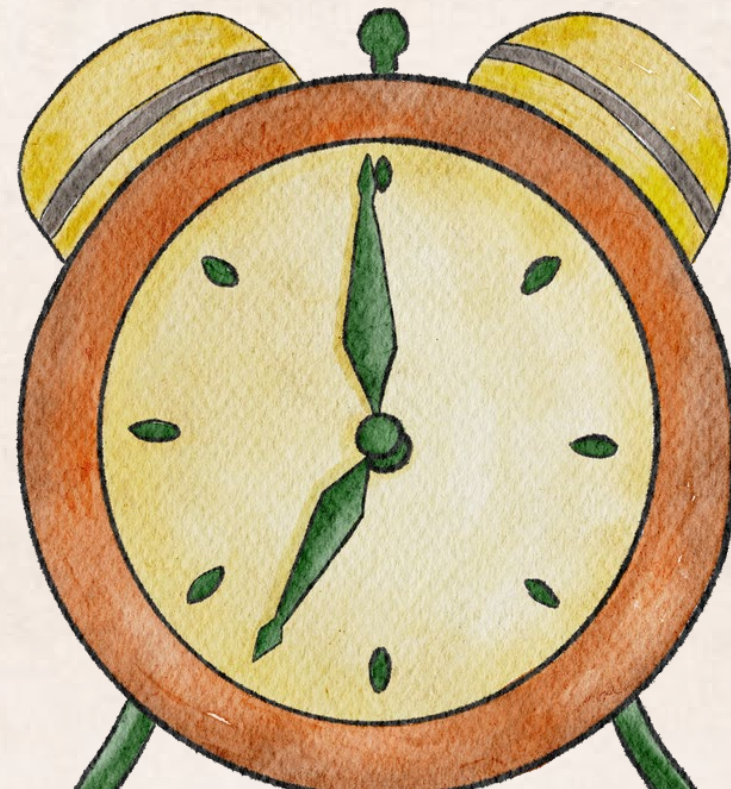
Reading Log- 20 minutes of reading each night

Spelling- copy from weekly word list (look, cover, write, check) four times per week

Spelling- complete two activities from word work matrix

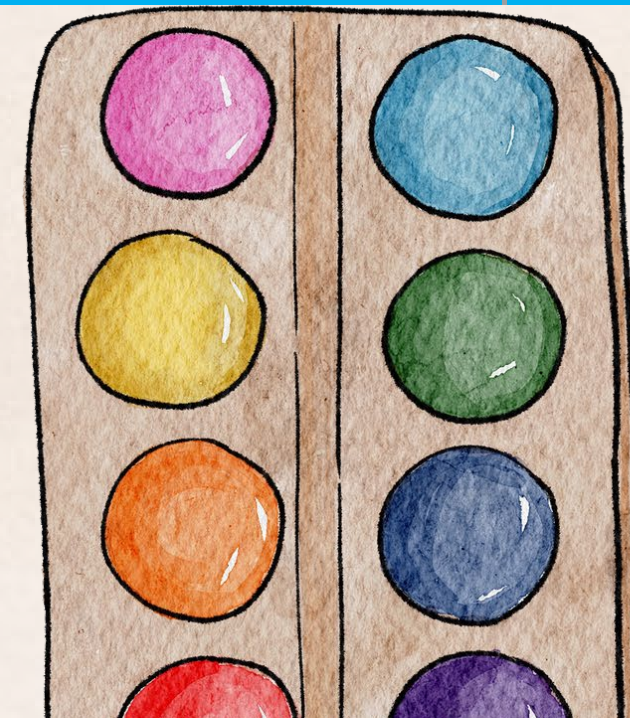
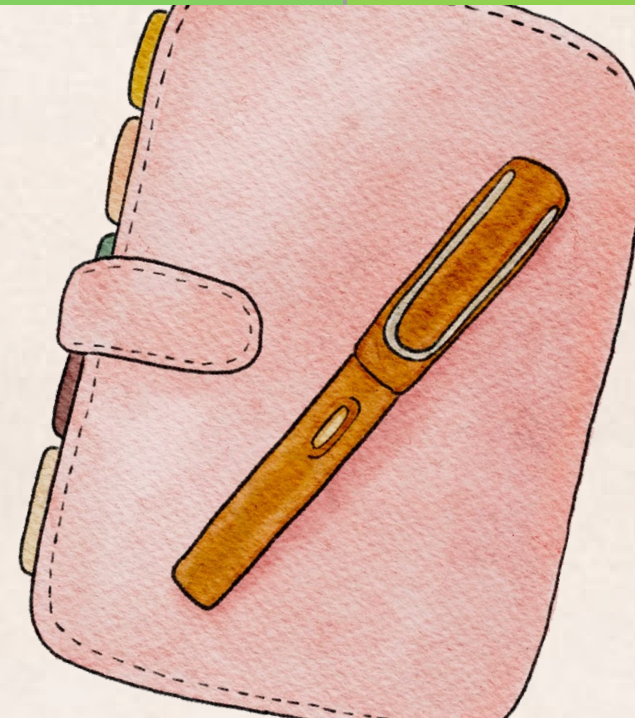
Write and present speech (alternating each week) on the fortnightly topic

Maths Online- complete two activities and a weekly revision set each week



# Fortnightly Speech's

Week 4 19/02/24	Week 5 26/02/24	Week 6 04/03/24	Week 7 11/03/24	Week 8 18/03/24	Week 9 25/03/24	Week 10 01/03/24
Speech Topic: Multicultural Speaking Competition	CAMP- No Homework	Present Your Speech	Speech Topic: 2044- Discuss your aspirations and dreams for the future. What do you want to be when you grow up, and why?	Present Your Speech	Speech topic: Imagine yourself as an inventor creating a robot. What features would your robot have, and what problems could it solve?	Present Your Speech



# Transdisciplinary Unit



This term, Stage 3 students will be exploring our local environment in the unit 'Our Planet, Our Home. Let's Defend It!'.

The unit covers the Key Learning Areas of Geography, English Science and Creative and Visual Arts. Key inquiry questions include, What role do people play in the management of places? How do people and environments influence one another? How do people influence places and management of places in them?

# Student Learner Profiles and Parent Questionnaire

**About me**

**Likes**

**My Support Team**

**Interests**

**Dislikes**

**School is...**

Insert picture

Learner Profile- Student Focused

- 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

**Parent Questionnaire**

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Parent's Name: \_\_\_\_\_ Phone number: \_\_\_\_\_

What is your family background? (family members, languages spoken at home)

How does your child learn and respond best?

What is your child interested in?

What upsets your child?

What is your child looking forward to doing at school this year?

What do you want your child's teacher to know about your child?

Anything else to add:

Parent Questionnaire Parent/Caregiver Focused

- Opportunity to share some of your insights into your child, family and how your child learns best.

# Core Values



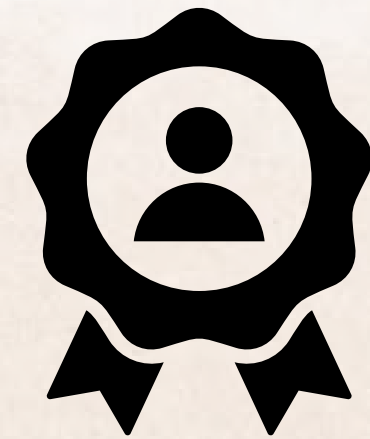
Respect



Responsibility



Personal Best





# Sustainable Practices



- **Parents Monitor Eating Habits-** Students are encouraged to take all waste and uneaten food home with them in their lunchbox. This helps parents monitor which foods students are eating. You can make sure healthy foods are not ending up in the bin.
- **Sustainable Practices -** Having students take control of their own lunchbox helps them engage in discussions about healthy eating and sustainable practices. They can take control of their own recycling.
- **Bring your lunchbox and cutlery everyday -** We are trying to get students to consider the impact single use cutlery has on the environment. Our lunch suppliers no longer provide plastic cutlery at our request. Although we have alternative options available, when necessary, we encourage students to bring their own cutlery every day.

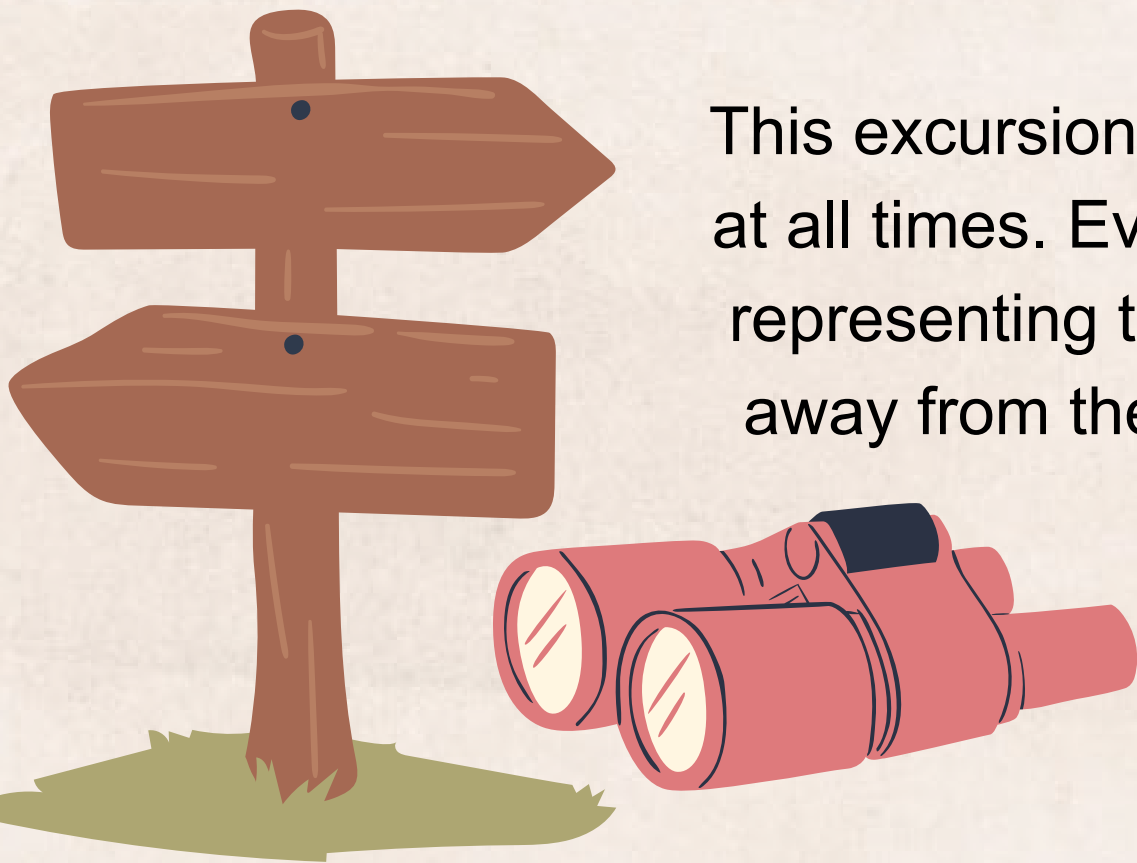
# Great Aussie Bush Camp

This year, Stage 3 students (years 5 & 6) will be attending the Great Aussie Bush Camp, Tea Gardens, for our annual school camp. Students will participate in a variety of sport and recreational activities including raft building, rock climbing, giant swing and bushcraft.

26th-28th of February

This excursion provides a great opportunity for all students in Stage 3 to build new relationships early in the year. For some students, this will be their first time away on an overnight school excursion, and we ask parents to assist by preparing students to spend time away from home. Excursions such as these are a fabulous opportunity for young people to discover a little bit more about their own ability to manage independently from their immediate family.

This excursion is a privilege. Respectful, responsible and successful behaviour is expected at all times. Even though students are not wearing their school uniform, they are still representing their school and their community. Teachers are prepared to spend time away from their own families to support this worthwhile experience and are looking forward to having a fabulous time.










# Great Aussie Bush Camp

Beauty Point Yr 6 Program 26/02 - 28/02/2024

TEA GARDENS



MONDAY	TUESDAY	WEDNESDAY
11.00am Arrive at Camp / Welcome  Accommodation Group Allocation	6.45am Rise and Shine 7.00am BREAKFAST (HQ ) 8.00am Activity 3 1 Canoeing (d ) 2 Lost Island	6.00am Rise and Shine Pack up / Clean Up 6.45am BREAKFAST (HQ ) 7.45am Finish Pack Up
12.15pm LUNCH (HQ ) 1.15pm Activity 1 1 Abseiling 2 Bushcraft (b ) 	10.00am Morning Tea  10.15am Activity 4 1 Lost Island 2 Canoeing (d )	8.00am Activity 7 1 Initiatives 2 Dual Flying Fox (b ) 10.00am Morning Tea
3.15pm Afternoon Tea 3.30pm Activity 2 1 Bushcraft (b ) 2 Abseiling	12.00pm LUNCH (Hexi) 1.00pm Activity 5 1 Giant Swing (a ) 2 Rock Climbing	10.30am Activity 8 1 Rock Climbing 2 Initiatives
5.15pm DINNER (HQ ) 6.15pm Showers 7.15pm Night Activity  Disco Night (IRC)	2.45pm Afternoon Tea 3.00pm Activity 6 1 Dual Flying Fox (b ) 2 Giant Swing (a ) 5.00pm Showers	12.30pm LUNCH 1.00pm Depart Camp
9.00pm Campfire	5.45pm DINNER (HQ ) 6.45pm Night Activity County Fair (Studio) 8.45pm Campfire	 <b>See You Next Time !!</b>

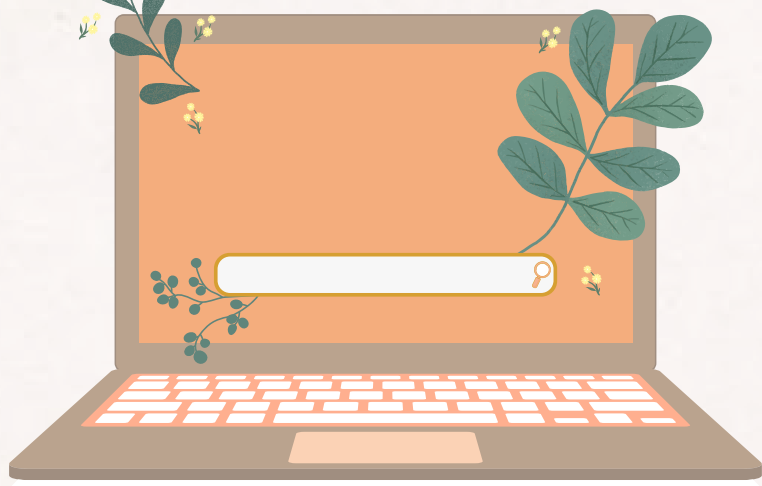
# Devices and Smartwatches

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.









# NAPLAN

Year 5 only





Online test from Term 1: Wednesday March 15 Friday March 24 (Week 8 & 9)

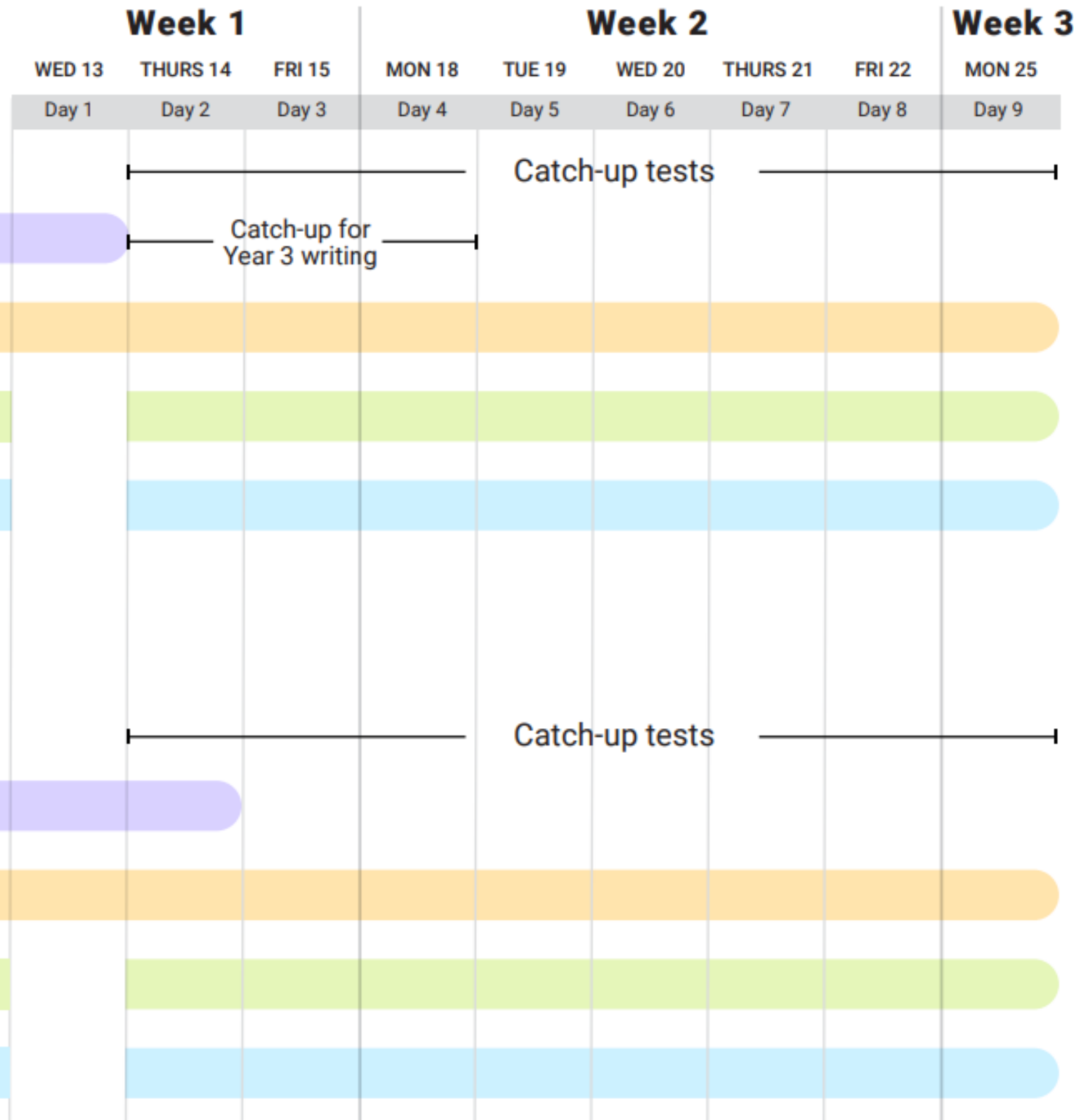
## Primary

### Year 3 order and duration

-  40 mins **Writing (on paper)**
-  45 mins **Reading** *after writing*
-  45 mins **Conventions of language** *after reading*
-  45 mins **Numeracy** *last*

### Year 5 order and duration

-  42 mins **Writing**
-  50 mins **Reading** *after writing*
-  45 mins **Conventions of language** *after reading*
-  50 mins **Numeracy** *last*

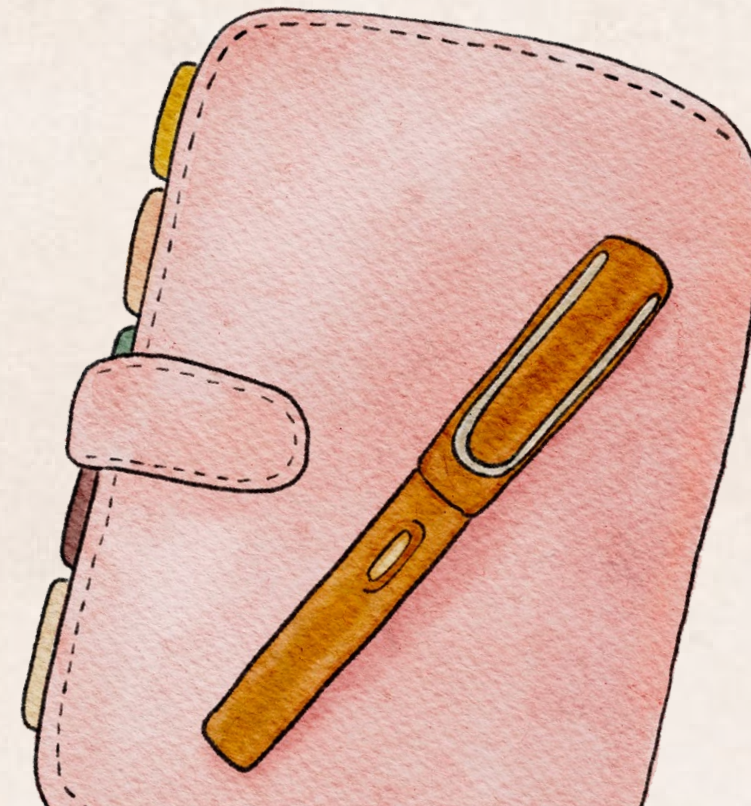
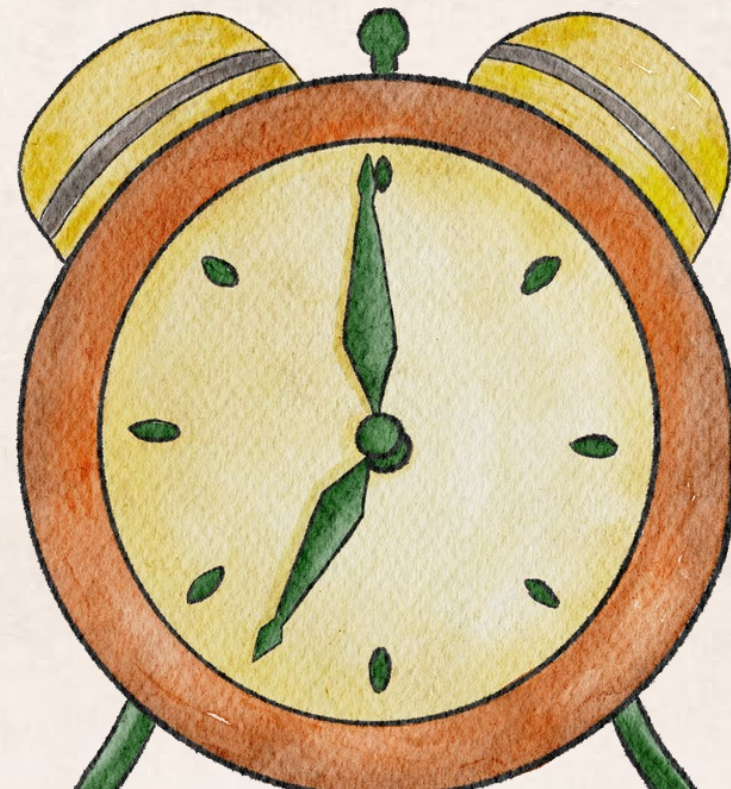


- Year 3 writing is done on paper by all students and must be scheduled for day 1. It is recommended Year 3 writing tests be completed by all classes at the same time in the morning.
- Year 5 writing must be scheduled on day 1, with day 2 only used where there are technical/logistical limitations.

Tests must be scheduled as soon as possible within the test window, prioritising scheduling in week 1 over week 2 and the morning over the afternoon.

For advice on scheduling, including catch-up tests or rescheduling, schools should refer to the 'NAPLAN National Protocols for Test Administration', and consult their state/territory test administration authority as required.

# Questions?



# Thank You!

