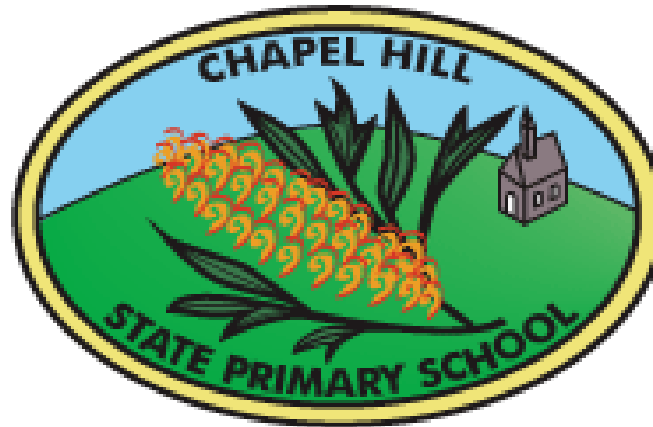
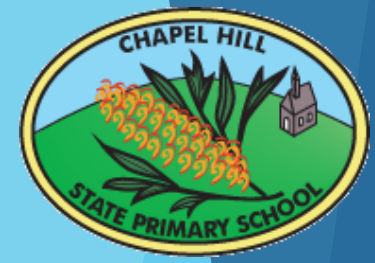


Chapel Hill State School

Parent Information Session



Year 3 - 2025



Year 3 Team 2025

3R Anita Rhodes & Bruce Vayo (Tuesday)

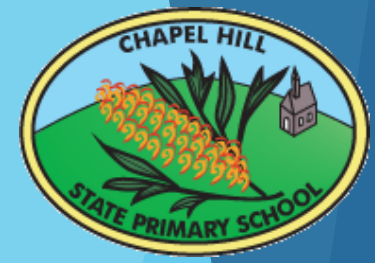
3I Rachel Ingram

3P Isabelle Porter

3PL Krystal Platt

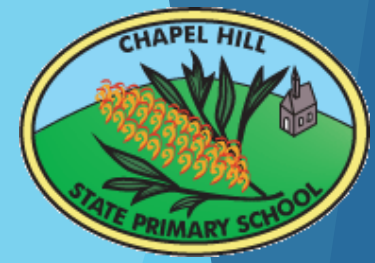
3A Kathy Andersen

LET Michelle Skehan



Learning Enhancement Teacher (LET)

- ▶ Works collaboratively and consultatively
- ▶ Whole class, small group or 1:1 intensive (extension and support)
- ▶ Sharing information on student with outside agencies will require written consent form signed.
- ▶ Relevant documentation from outside agencies should be handed to the office.

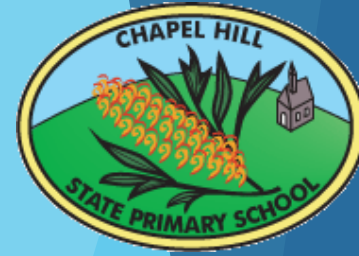


Together we.....

- ▶ plan units of work,
- ▶ share ideas and resources,
- ▶ design assessment tasks, and
- ▶ moderate assessments to ensure consistency of judgement

While we are working together closely, drawing on each others strengths and covering the same curriculum, there will be some slight differences from class to class as we tailor our approach to the needs of our own students.

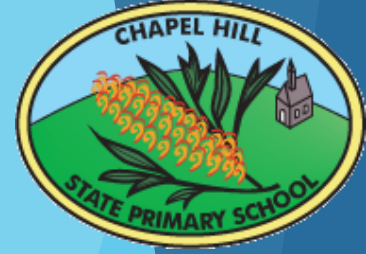
Walker Learning



Because the brain changes significantly around Grade 2 and 3 – that is, significant neurological changes around 7 and 8 years old – so Walker Learning changes too.

Preschool to Year 2
Focus Children
Tuning In & Reflection
Learning Environment
Investigations
Statement of Intent
Children's Interest
Reporter & Photographer
Parent Information Board
Freebies

Years 3 to 6
Focus Children
Tuning In & Reflection
Learning Environment
Education Research Project (ERP)
Statement of Intent
Children's interests
Expo
Communication Board
Clinic Groups
Class Meeting



Walker Learning

- ▶ Educational Research Project – ERP
 - ▶ The ERP personalises the learning of the students through their interests
 - ▶ Alongside explicit teaching and ongoing learning experiences and activities throughout the term
 - ▶ ERP sessions are timetabled each week
 - ▶ Must meet specific learning intentions related to the subject focus and an interest of their own
 - ▶ Personalised whilst meeting Australian Curriculum requirements
 - ▶ Children complete individual proposal forms

Reading at CHSS

The Simple View of Reading



Reading comprehension

Word reading

x

Language comprehension



Australian CURRICULUM

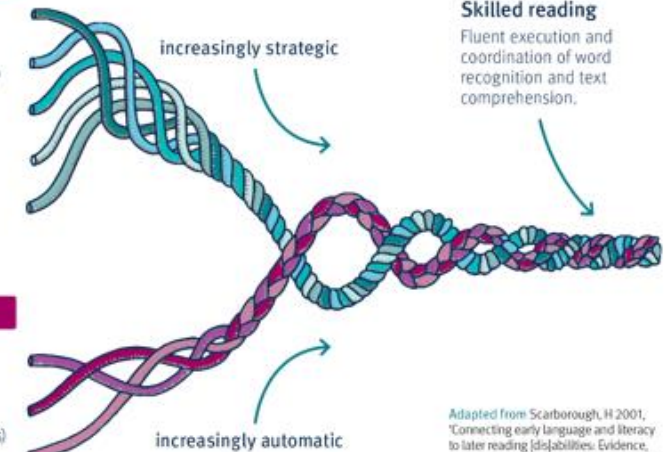
Scarborough's Reading Rope

Language comprehension

- Background Knowledge (facts, concepts, etc.)
- Vocabulary (breadth, precision, links, etc.)
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)

Word reading

- Phonological Awareness (syllables, phonemes, etc.)
- Decoding (alphabetic principle, spelling-sound correspondences)
- Sight Recognition (of familiar words)



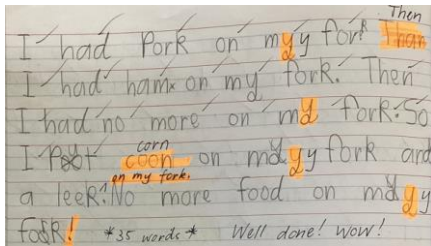
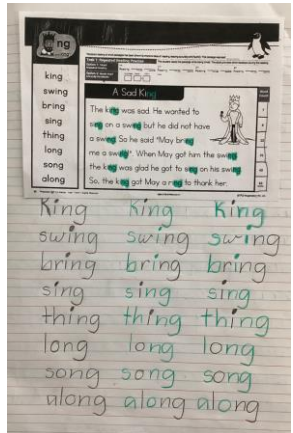
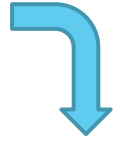
Skilled reading
Fluent execution and coordination of word recognition and text comprehension.

Adapted from Scarborough, H. 2001, 'Connecting early language and literacy to later reading [dis]abilities: Evidence, theory and practice' in Neumann, S and Dickinson, D (eds.) *Handbook of Early Literacy*, Guilford Press, New York.

Word Reading & Spelling

'Reading must be explicitly and systematically taught in a structured way'.

Word Reading & Spelling - SSP



Guided Reading Practice and/or Clinic Groups using decodable texts (as required)

Decodable texts contain letter-sound correspondences that students have already learned.



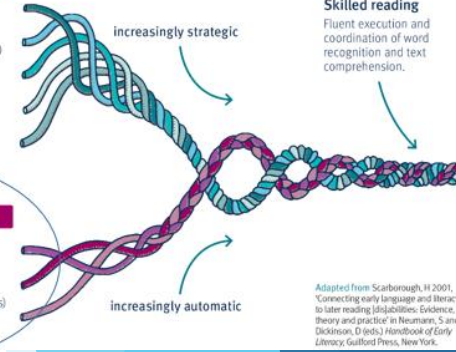
Scarborough's Reading Rope

Language comprehension

- Background Knowledge (facts, concepts, etc.)
- Vocabulary (breadth, precision, links, etc.)
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)

Word reading

- Phonological Awareness (syllables, phonemes, etc.)
- Decoding (alphabetic principle, spelling-sound correspondences)
- Sight Recognition (of familiar words)

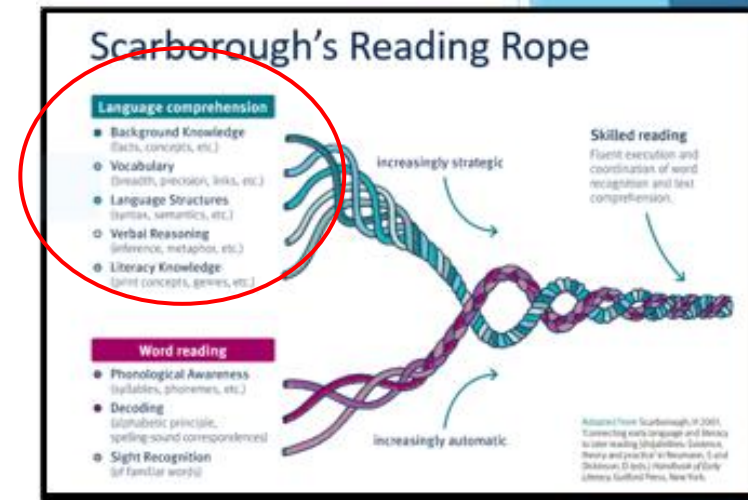
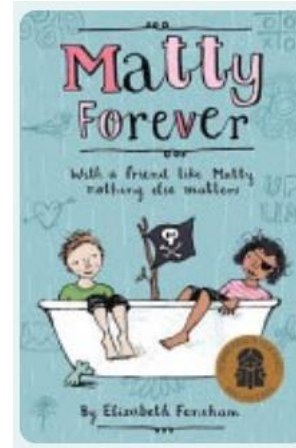


Adapted from Scarborough, H 2001, 'Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice' in Neumann, S and Dickinson, D (eds.) Handbook of Early Literacy, Guilford Press, New York.

Language Comprehension

In our class we...

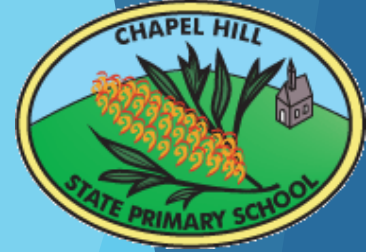
- read authentic texts with the students as a whole class
- select texts that are rich with content and vocabulary
- use a Shared and Dialogic approach to encourage discussion about the text
- plan for intentional pauses to question the text and the author
- remove obstacles to comprehension by
 - building background knowledge of unfamiliar concepts and content
 - providing explicit instruction of complex and unfamiliar vocabulary
- model and practise fluency routines so students can hear and practice the accuracy, automaticity and prosody of a competent reader



Parent Information Session

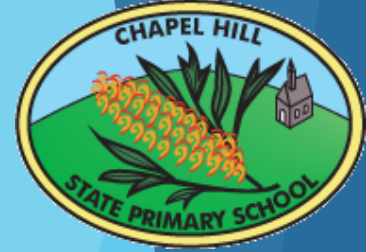
Reading at CHSS

- ▶ Week 5, Thursday, 27th February 4:30 pm
- ▶ All welcome



Year 3 Curriculum & Assessment

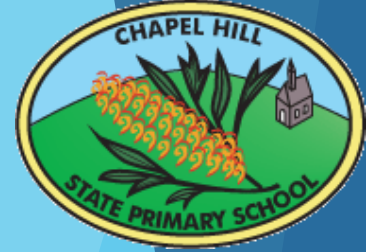
Curriculum Overviews will be available on the CHSS website, providing parents with a snapshot of what will be taught and assessed each term in each learning area.



How We Assess

- ▶ Diagnostic assessments
- ▶ Monitoring tools and tasks
- ▶ Collection of work over time
- ▶ Observations
- ▶ Summative Assessments (variety of supported modes)

Learning intentions and Success Criteria are explicit



How We Report

Achievement, Effort and Behaviour Codes

Very High (A)

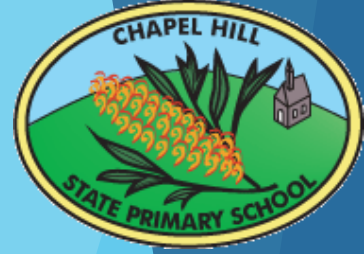
High (B)

Sound (C)

Developing (D)

Support Required (E)

Meeting the expected standard in the Australian Curriculum for the year level.



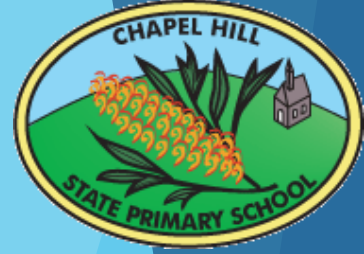
Homework

Prep: No formal homework is set in the Prep year; however, from Term 2, children will engage in a 'Home Reading' Program.

Years 1, 2, 3: up to one hour each week

Years 4 and 5: up to 2-3 hours each week

Year 6: up to 3-4 hours each week

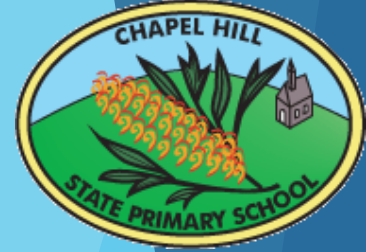


Year 3 Homework

Year 3: up to 1 hour each week

Homework consists of:

- ▶ Spelling
- ▶ Reading
- ▶ Occasional extra tasks
 - ▶ Reading Eggspress / Own Choice / SORA app
 - ▶ Mathletics
 - ▶ Typing Tournament



Excursions & Incursions

Term 1:

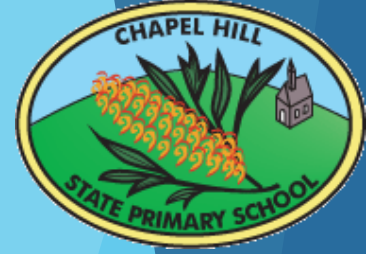
Term 2: Star Lab 22nd May

Term 3: World Of Maths 5th of Aug

Term 4: Street Science TBC

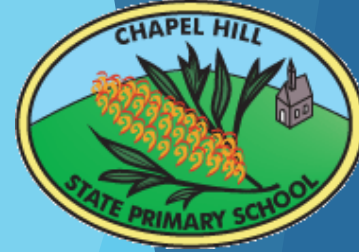
Healthy and Safe Bodies 5th Nov

Specialist Lessons



Bridget Cook Angela Prescott	Georgia Royle	Tom Yuill Julie Braun
Music	Digital Literacy / Skills for ERPs	Health
		Physical Education

Your child's Class Teacher will provide the day of each specialist lesson and will pass on relevant updates to the Learning Area focus each term



Term 1 - Specialist Lessons

Learning Area / Specialists	Day
Music <i>Bridget Cook</i> <i>Angela Prescott</i>	Wednesday
P.E. <i>Tom Yuill</i> <i>Julie Braun</i>	Monday 3R Friday 3P, 3I, 3PL, 3A
Health <i>Tom Yuill</i> <i>Julie Braun</i>	Monday 3R Friday 3P, 3I, 3PL, 3A
Digital Literacy / ERP Research Skills <i>Georgia Royle</i>	Thursday – 3P, 3I, 3PL, 3A Friday – 3R
Library Borrowing	Monday- 3PL Wednesday- 3R, 3I Thursday- 3P Friday- 3A



IGNITE PROGRAM

*Offers enrichment opportunities for all
interested students*

Junior
Choir



ICAS
International Competitions
and Assessments for Schools



Instrumental Program



Environment
Club



Craft with
Chappy



Flock of Friends



We're taking on the

Premier's

reading
challenge

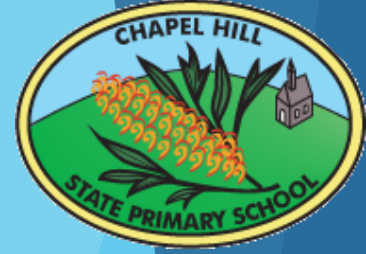


BEBRAS COMPUTATIONAL THINKING CHALLENGE

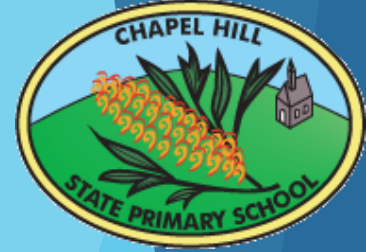
Bebbras



NAPLAN

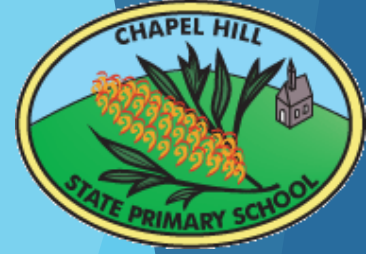


- ▶ Occurs each year for Years 3, 5, 7 and 9 students across Australia
- ▶ This year, between 12 March and 24 March.
- ▶ NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum.
- ▶ Students sit assessments in:
 - Writing
 - Reading
 - Conventions of Language (spelling, grammar and punctuation)
 - Numeracy – 19 March
 - Catch-up tests scheduled for students throughout the period
- ▶ NAPLAN is just one aspect of a school’s assessment and reporting process.
- ▶ Student undertake familiarisation sessions (to navigate the digital platform)
- ▶ Preparation at home is NOT required.
- ▶ Parents can choose to access the [public demonstration site](#) to familiarise themselves and their children with the assessment platform.
- ▶ More information for parents is available on the [NAPLAN site](#), school communications including newsletters and email



Student Wellbeing

- ▶ Each class will form class rules which are strongly linked to the school values
- ▶ Expected behaviours are discussed and explicitly taught, including Focus of the Fortnight
- ▶ Appropriate consequences are also explained and discussed
- ▶ It is important that parents read and understand the Behaviour Rubric
- ▶ PE4L – Positive Engagement for Learning Committee (includes parent representatives) meet regularly to discuss support strategies for our students.



Before School

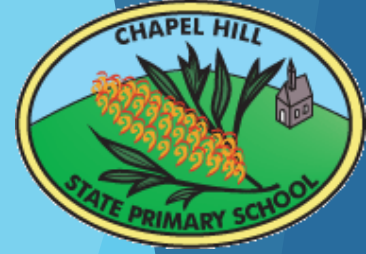
▶ Walking in

Turning circle closed in the mornings from 8am.

Students arriving after this time can walk in from the Stop, Drop & Go zone on Ironbark Road

▶ Safe zones

Year 3 – Year 6: Upper covered area from 8am



Brain Break

- ▶ Small snack at about 10:00am each day.
- ▶ Encouraging fruit or vegetables, crackers, cheese – easy to eat food
- ▶ Drink - water only
- ▶ Food needs to be ready to eat and something your child can finish eating in approximately ten minutes.
- ▶ No messy foods please - brain break is eaten inside on some occasions
- ▶ Students who have tuckshop need a brain break too.

PLEASE CONSIDER: We have serious nut allergies in our school



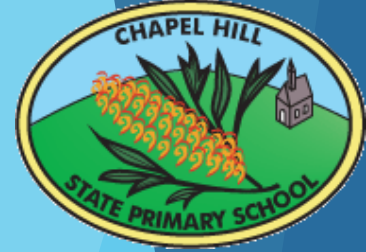
Break times

LUNCH

- 11:00 Play time
- 11:25 Warning bell (stop play, toilet, wash hands, gather lunch). Children go to their bags, collect their lunch boxes, and then walk to their eating area, or lunch in baskets in central location. Tuckshop monitors collect food.
- 11:30 Students eat in designated lunch areas.
- 11:42 Warning Bell. Students wait seated in eating areas and teachers collect them.
- 11:45 Students resume learning

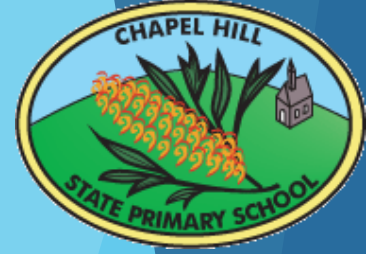
AFTERNOON TEA

- 1:20 Play time
- 1:50 Eating time
- 1:57 Warning bell (toilet, wash hands if not done beforehand) Students wait seated in eating areas and teachers collect them.
- 2:00 Students resume learning



Teacher/Parent Communication

- ▶ Open lines of communication are important, welcomed and valued.
- ▶ Urgent messages – please ring the office, send a note with your child or have a brief chat at the door
- ▶ Not so urgent – feel free to email us we will endeavour to reply within 48 hours on working days.
- ▶ If you wish to have a meeting with us please contact us to make an appointment.
- ▶ We often have before and after school meetings including a whole staff meeting on Monday afternoon

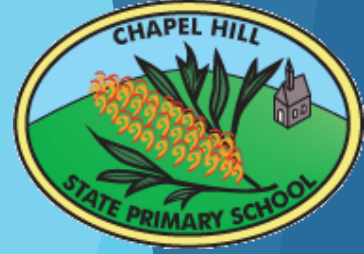


Class Parent Representative/s

Roles:

We would like to encourage parents who have not previously taken on the role to volunteer - can be a shared role.

- ▶ Collate a class contact list
- ▶ Organise out-of-school social gatherings for children and parents to create a sense of community:
 - ▶ Play in the park
 - ▶ Coffee mornings
 - ▶ Parent dinners



Thank You

We plan on having a wonderful year teaching and learning with your children.

This can be achieved when we all work together.

parents – students – teachers

