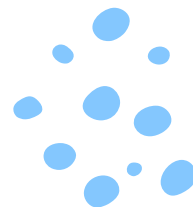


Clifton Springs Primary School



2023 Information Night

Welcome to Year 3 / 4



Introducing the team



Heidi Critchell



Taylah Newell



Brad Beales



Brianna Shaw



Nicki Tabone



Jess Delaney

Principal Team

Assistant Principal
Alex Werner

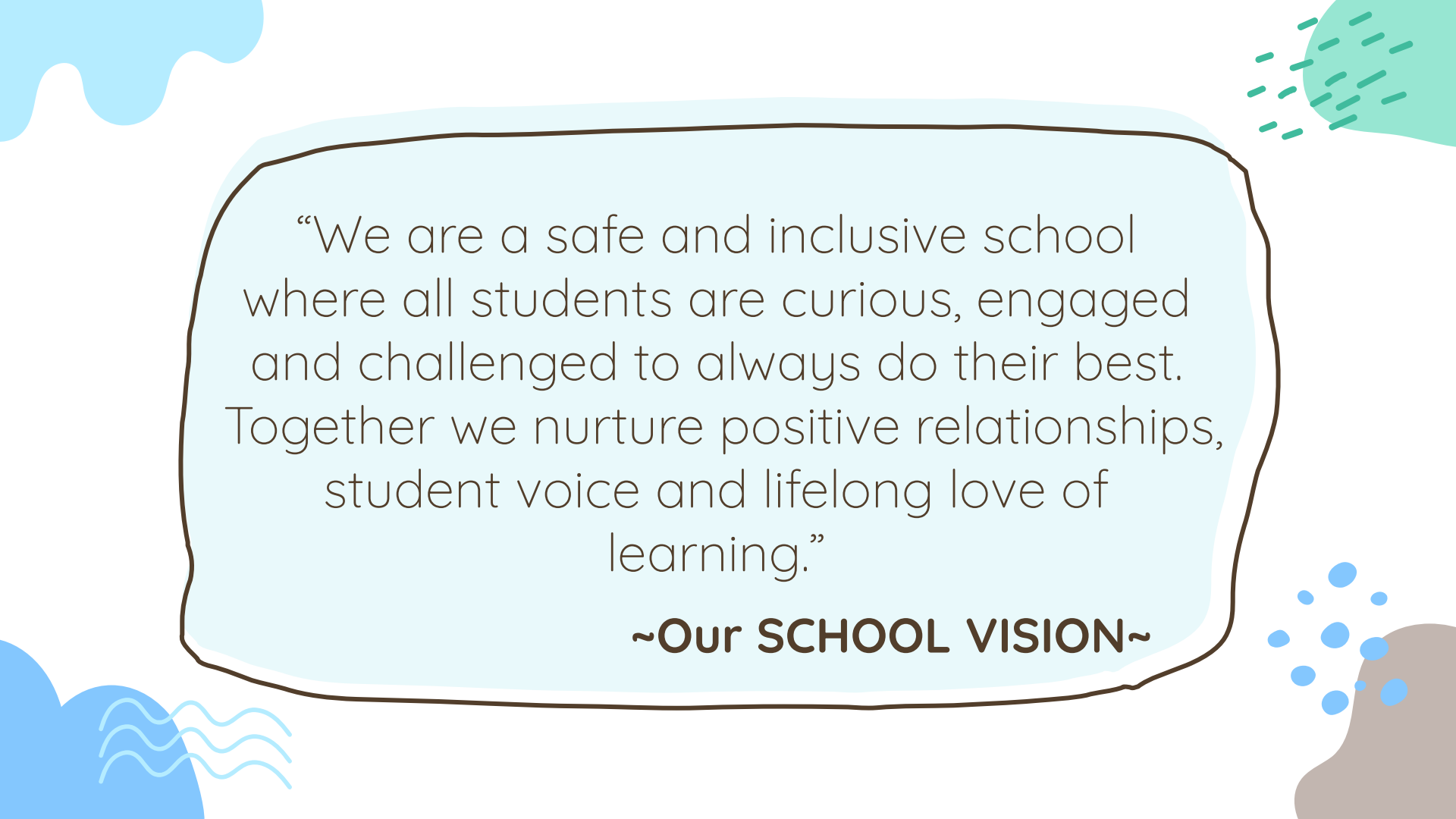


Principal
Meg Parker



Assistant Principal
Rachelle Koepler





“We are a safe and inclusive school where all students are curious, engaged and challenged to always do their best. Together we nurture positive relationships, student voice and lifelong love of learning.”

~Our SCHOOL VISION~



C.S.P.S School Values

Values are shared beliefs about how we work together. They influence our choices and provide a framework to guide our intentions, actions and decisions.

These values are explicitly taught through our wellbeing program. Students are acknowledged on a daily basis when they demonstrate these values in the classroom or yard.

Respect

Be accountable for your actions. Contribute positively to the school and wider community.

Responsibility

The quality of being friendly, generous, and considerate. Being kind often requires courage and strength.

Kindness

Treat everyone with equal consideration. Be accepting of others and their differences.

SHINE Program

Our SHINE lessons are our whole school approach to implementing a program based on wellbeing. We are currently using a combination of the following programs; Zones of Regulation, Cyber Safety, Kids Matter and Respectful Relationships. Students are explicitly taught skills around regulating their own behaviours, solving problems and being respectful & responsible friends.

The SHINE lessons are delivered on Monday afternoons across all classrooms.

In Years 3 - 6, teachers have the ability to plan/deliver lessons to point of need depending on the current issues and needs within the school context.

The ZONES of Regulation


			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

**RESPECTFUL
RELATIONSHIPS**

THE
EDUCATION
STATE

VICTORIA
State Government
Education and Training

CSPS SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT MATRIX

	In all classrooms	Outdoor spaces	In the digital world	Assembly & In the community
Respect	<ul style="list-style-type: none"> We allow others to learn at all times We use good manners to all We look at and listen to the person talking We are on time and ready to learn 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves We look after the gardens, animals and school property We are safe and sensible with all equipment We use positive and appropriate language 	<ul style="list-style-type: none"> We only share things with others that we would share in person We allow each other to have a voice on shared platforms We follow the school's ICT agreement 	<ul style="list-style-type: none"> We use positive language and respectful behaviour towards others We face and actively listen to the presenter We listen to the Aboriginal greeting and join in the National Anthem
Responsibility	<ul style="list-style-type: none"> We challenge ourselves in our learning and have a Growth Mindset We look after our belongings and school resources; eg iPads We put in our best effort and take pride in our learning We keep trying if things don't work the first time 	<ul style="list-style-type: none"> We take care of our school environment We will remind others of our school values if they are not showing them We bounce back from minor problems We use the 5-Finger Rule when needed 	<ul style="list-style-type: none"> We keep our personal information private We have our digital devices charged and ready for learning We report if there is a misuse of technology 	<ul style="list-style-type: none"> We look after public property We represent CSPS with pride We wear our school uniform correctly We make the most out of the learning experience
Kindness	<ul style="list-style-type: none"> We treat others how we like to be treated We use kind words to each other every day We look after new students and teach them our school values 	<ul style="list-style-type: none"> We include as many people as we can in our games We take care of people who are hurt We are friendly to all others and accept everyone's differences We treat others how we like to be treated 	<ul style="list-style-type: none"> We think before posting things online in case it may hurt feelings We speak nicely to others online We ask others before taking their photo or filming them 	<ul style="list-style-type: none"> We help others when they are in need We show good sportsmanship We are mindful of community members

Acknowledgements: Tick Chart



In Years 3/4, students are awarded ticks for displaying the school values. When they fill their bucket by getting 5 ticks, they earn a prize.

Students will also get a 'drop' onto the cohort 'Wall of Fame' which helps to build a sense of community. The cohort is working together to get everyone a 'drop' so that a reward is earned for all.

At C.S.P.S, we have a GROWTH MINDSET!

We all have beliefs about our own abilities and potential. These beliefs are part of our **mindset**, which is so powerful they can fuel our behavior and predict our success. In her research at Stanford University, Dr. Carol Dweck identified two different types of mindsets:

Fixed mindset

Believing that intelligence and abilities cannot be altered in a meaningful way. You are either born “smart” or you are not!

Mistakes are often seen as failures rather than opportunities to grow and learn.



Growth mindset

Believing our intelligence and abilities can be improved with effort and the right strategies.

A willingness to confront challenges, a passion for learning, and viewing failure as a springboard for growth are all characteristics associated with a growth mindset.

Not surprisingly, this type of mindset is strongly linked to greater happiness and achievement in life.

Developing a Growth Mindset

INSTEAD OF...	SAY THIS...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Some ideas to help reframe *fixed mindset* thinking



Attendance - Every Day Counts

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

~SCHOOL IS BETTER WHEN YOUR CHILD IS THERE~



Why it's important

- The building blocks for a great education begin with students coming to school each and every day.
- If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.
- There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Attendance - Every Day Counts

Top attendance tips for parents

- Talk positively about school and the importance of attending every day
- Open and prompt communication with C.S.P.S about all absences (on Compass or via phone)
- Avoid making routine medical and dental appointments during the school day or planning family holidays during the term
- Seek help from the school if you are concerned about your child's attendance and wellbeing. Schools want to work in partnership with parents to support student attendance and wellbeing.
- **Remember that every day counts**



Every day at school counts... Missing even one day can make a difference over time



Uniform

Our school uniform shows that we all belong and are connected to C.S.P.S. Wearing it shows that we are **proud** of our school.

Uniform stock available to purchase from the office includes:

- o Reversible House - coloured hats
- o Gold and Royal Blue Iron - On Logos
- o School Bags (any backpack can be used in place of a school logo one)

Other uniform items including, mesh or cargo shorts, girl's rugby skort, short sleeve polo shirts, rain jackets and track pants, can be ordered as requested.

We have all sizes of each item available to try before ordering.

Of course, any gold or royal blue tops or bottoms from local department stores, are also acceptable.



Hats in Term 1 and 4 (Sunsmart)

Staying Healthy

At C.S.P.S we are committed to keeping our environment safe and by working together we can minimise the spread of any infectious diseases by:

- Regular handwashing and use of hand sanitiser stations around the school
- Practising good hygiene, like coughing or sneezing into our elbow
- Staying home if unwell to prevent the spread of disease
- Please notify the school via Compass of any absence related to illness
- **Hair tied up that is longer than shoulder length**



Communication

Communication is important to make sure that we are working together to ensure the best possible school experience for your child. Please make sure to update your app.

Compass Connect allows parents / carers to communicate with your child's teacher regularly.

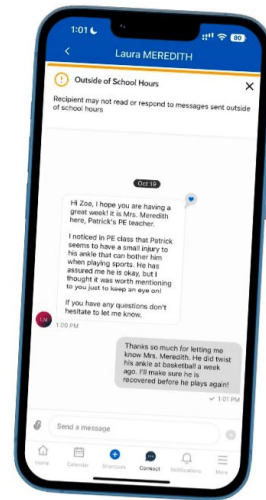
We encourage you to book a time to meet with teacher's face to face at a time that is mutually convenient to discuss any concerns or to check in.

You will also receive updates on Compass Newsfeed.

Compass will be used to communicate excursions, incursions, camps and any events that may be coming up. It is also where you will find the school newsletter.



NEWSLETTER No. 38		December 13 th 2022			
<p>ENROL NOW FOR 2023!</p> <p>We are looking at class structures so please ensure enrolments for 2023 are submitted.</p> <p>If you are not returning in 2023 please notify the Office.</p>					
<p>SENIOR VALUES AWARD - FOR TERM 4</p> <p>Congratulations to the following students who have received the CSPS Values Award nomination from their class. These will be presented this Friday at assembly from 3pm. All nominees go into the draw for a \$20 gift voucher which is drawn at assembly.</p>					
34A—Toby J.	34B—Van I.	34C—Amelyia F.	34ER—Miranda C.		
34L—Maple A.	34N—Jesse M.	56B—Charlie C.	56D—TBC		
56H—Hilary D.	56M—Amaril D.	56S—Shanial L.	56T—Makyla J.		
<p>RETURNING LIBRARY BOOKS</p> <p>Please make sure all Library books are returned by the end of this week.</p>					
DATES TO REMEMBER—PLEASE CHECK FOR UPDATES					
	Prep Party in the Park: CHANGED TO MONDAY Dec 19 th	Tuesday 20 th December	Last day term 4 2:30pm French Assembly 2:00pm		
Thursday 15 th December	Yr. 6 Graduation	Friday Jan 27 th 8:30am Jan 30 th	Staff Professional Development Thurs		



Compass



Timetable 2023

Before School	8:50 - 9:00 am	Students are supervised by their parents / carers
Session 1	9:00 - 10:00 am	Learning Time P - 2 Literacy
Session 2	10:00 - 11:00 am	Learning Time P - 2 Literacy
Recess	11:00 - 11:30 am	11:20 - 11:30am - eating time in classrooms
Session 3	11:30 - 12:30 pm	Learning Time
Session 4	12:30 - 1:30 pm	Learning Time
Lunch	1:30 - 2:30 pm	1:30 - 1:40 1st eating time 2:20 - 2:30 2nd eating time
Session 5	2:30 - 3:30 pm	Learning Time

We now
have hour
long
sessions
for
Learning
Time!

3:30pm Home Time

Our Daily Schedule

Timetables

You should have received a copy of your class timetable which outlines when specialist classes are.

External Supports

If your child engages with external supports such as Speech Therapy, Occupational Therapy or Psychology they are able to meet with your child at school. We will arrange these meeting after 12 noon.

Brain Food

10.00 and 12:30
each day. Fruit or
vegetables for
some extra energy.

*Please put brainfood
in an individual
container.*

Drink Bottles

We encourage all
students to be well
hydrated. Please
bring a **named** drink
bottle each day so
that learning time isn't
interrupted by
students needing to
go to the drink taps.



Specialist teachers

Music

Kate
Kelly



STEM

Luke
Smith



Bridgette
Santucci



P.E.

Amanda
Edwards



Visual Arts

Jill
Peterson



Julie
Ryan



Intervention



Jessica
Craghill



Jenny
Hayes

Wellbeing Team

The Wellbeing Team at C.S.P.S provides supports to students and families.



Amanda McDonald
Inclusion Teacher



Georgie Zillner
*Mental Health
Practitioner*



Hannah Coots
*Student Wellbeing
Officer*



Peter Hobbs & Mel
Brew
Chaplains



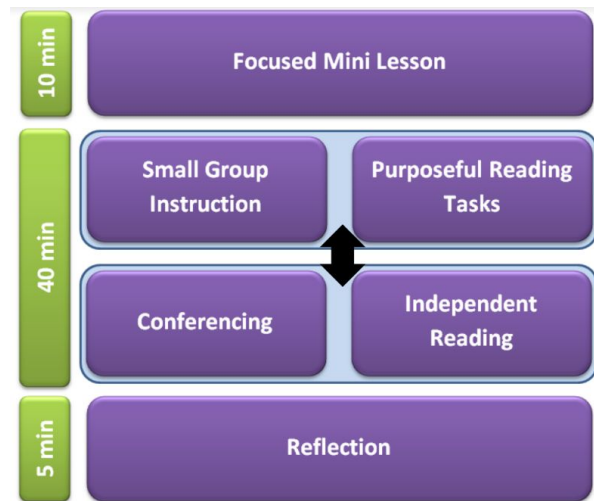


Reader's Workshop

In Years 3 - 6 we use the Reader's Workshop model.

Students spend an extended amount of time reading texts that interest them on a daily basis and are provided opportunities to talk about literature. They learn and use strategies for reading and comprehension.

They will participate in shared, guided, reciprocal and independent reading.

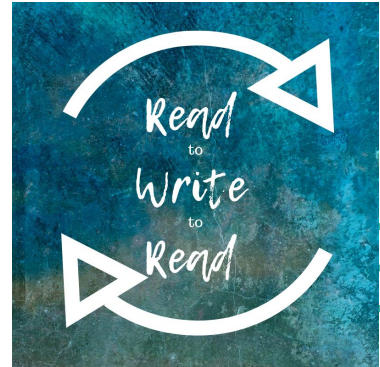
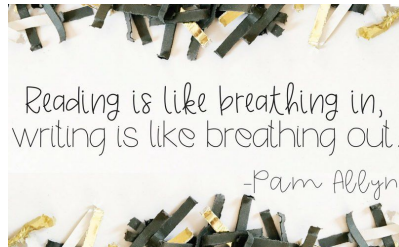


The ultimate goal of Readers' Workshop is to develop life-long passionate readers.

Writer's Workshop

The teaching of reading, writing and spelling all support each other and we have made it a focus to teach these sessions in succession so that students can easily transfer their knowledge and work on the same concept in each subject area.

For example, if students are working on how to write a narrative in writing, they may be sharing and exploring narratives in reading, focusing on what the author does and why and the effect that has on them as the reader.



Writing in the Classroom

- The way children learn to write follows the same patterns as when they learnt to talk.
- Not all children progress stage by stage or at the same rate.
- Opportunities are provided for children to talk about their writing to clarify and extend ideas (thinking time, draw ideas first, say sentence out loud before beginning, open-ended questions)
- Listening to children read their writing provides an opportunity for writers to clarify their message and to check the meaning.
- We provide lots of opportunities for students to write about topics of their choice through the Writer's Notebook.



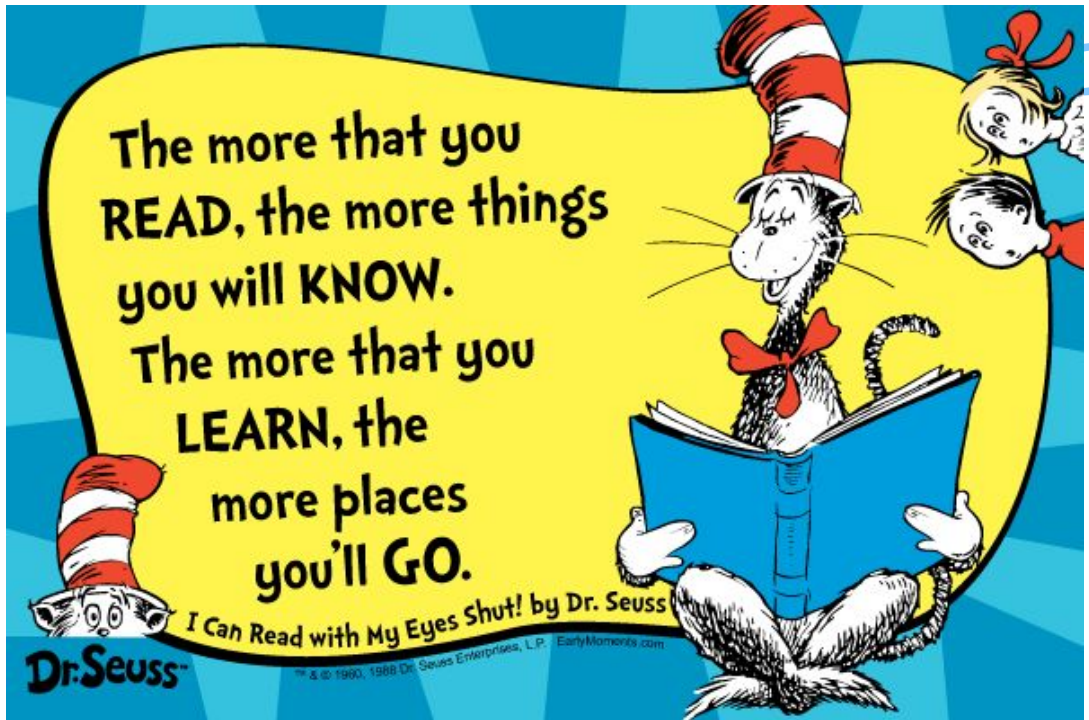
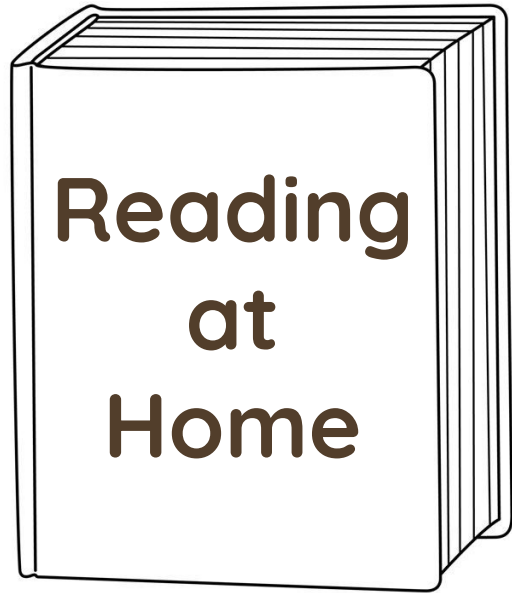
Spelling

Teaching spelling is about developing strategies that students can draw upon when they come across unfamiliar words.

In Years 3 - 6, students learn SMART spelling. SMART spelling focuses on:

- teaching the meaning of words to expand vocabulary
- break words into syllables, sounds and letter patterns (graphs, digraphs and trigraphs) following a simple routine





Reading with your child is one of the most important and memorable things that you can do.

Reading at Home

- Reading a wide variety of books is important.
- Reading can be to, with or by the student. It is important to engage in all three at different times regardless of the age or reading level of your child.
- Discuss meaning, feelings and emotions.
- Make connections and comparisons to their own experiences.
- Engage in conversation around the author's purpose and the effect different literary features have on you as a reader
- At the end of a page, paragraph or chapter, ask for a retell or summary of what has been read.



Reading at Home



*What do
you notice?*

*What are
you
wondering?*

Brain Break

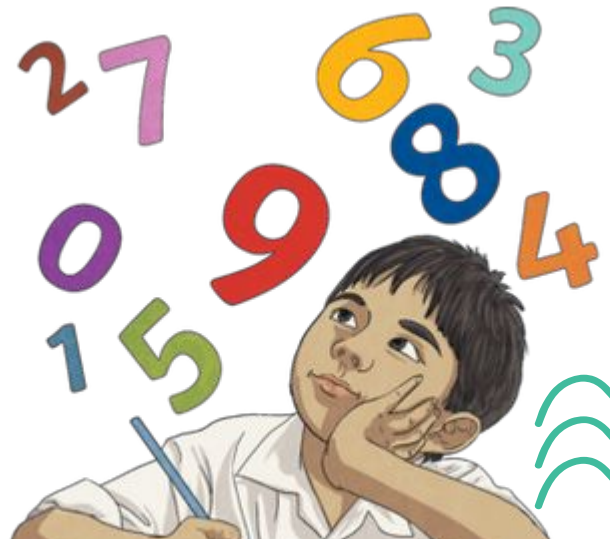


Maths Warm Up

How many numbers
can you make with
the digits

2 7 9 3

?????



Maths

We believe strongly in teaching maths through the use of challenging tasks as this results in higher levels of engagement.

Our lessons are taught in a **Launch, Explore, Summarise** approach.

Launch - students review prior learnt knowledge or skills.

Explore - Students use and apply their maths skills to problem solve in multiple ways. They learn with their peers and apply their knowledge to solve different problems. Students use a range of concrete materials to support the maths investigation and discuss their strategies with others.

Summarise - Students come back to the floor and engage in a shared discussion about their findings or how they solved the problem.



Inquiry

Through Integrated Inquiry units of learning, students expand their knowledge of themselves and the world, developing their understandings, skills and behaviours. Students will engage in a range of activities that will allow them to build their social understanding.

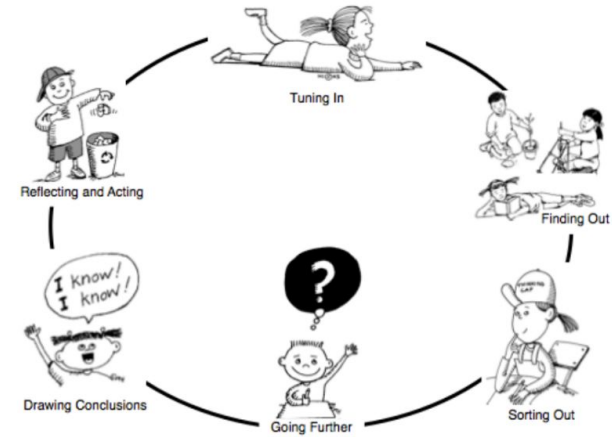
This year we will be exploring:

Term 1 - Spring into Springs and Australia and it's People

Term 2 - Health and Wellbeing

Term 3 - Sustainability

Term 4 - Understanding Different Cultures



LOTE - Italian



Italian is taught by the classroom teachers.

Term 1 begins with Greetings such as *Buongiorno*, *ciao* and *salve* to say good morning and *ciao*, *arrivederci* and *a domani* to say good bye or see you tomorrow.

During the term topics include cultural aspects and some language.

Each lesson includes an art or hands on activity.

Past topics have included: Famous Italians, Italian landmarks, the weather, celebrations, events, volcanoes, shapes and colors.

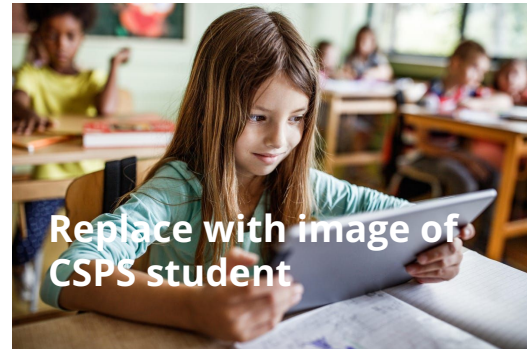
ICT in Years 3 - 6

Students in Years 3 -6 will be using iPads to support their learning within classrooms. Some ways that they are used include:

- Accessing Tasks
- Numeracy testing and goals
- Publishing
- Researching

Please ensure that they are charged each day and have storage available.

To connect to the schools network please check Compass for the details.



Replace with image of
CSPS student

Apps required include Google Classroom, Google Slides, Seesaw Class, iMovie, Epic Reading, Book Creator and PicCollage.

Goal Setting

Students will have a goal in Reading, Writing, Maths and Personal that they will be working towards achieving. Goals will be updated regularly.

Clifton Springs PS Maths Goals			
Counting	Patterns	Addition and Subtraction	Multiplication and Division
Count forwards to 10 Count backwards from 10 Count forwards to 20 Count backwards from 20 Count forwards to 120 Count backwards from 120	Count 10 from 0 – 150 Count 10 backwards from 120 Count 5 from 0 – 115 Count 5 backwards from 50 Count 2 from 0 to 50 Count 2 backwards from 30 Count 10 from non zero (forwards and backwards) Count 5 from non zero (forwards and backwards) Count 2 from non even (forwards and backwards)	Friends of 10 (all) Add single digits to 20 (without counting on) Subtract single digits from 20 (without counting back) Adding and subtracting 10s Doubles of single digits Near Doubles of single digits Friendly numbers of 20 (all) Friendly numbers of 100 Halving even numbers up 100	1s and 0s number facts (multiplication and division) 10s number facts (multiplication and division) 5s number facts (multiplication and division) 2s number facts (multiplication and division) 3s number facts (multiplication and division) 4s number facts (multiplication and division) 8s number facts (multiplication and division) 9s number facts (multiplication and division) 6s number facts (multiplication and division) 7s number facts (multiplication and division)

How can you practise?	
<ul style="list-style-type: none">• Write them down• Use a number line• Grab some counter or a bead frame• Use a dice or cards to generate random numbers• Find a 100s chart	<ul style="list-style-type: none">• Essential Assessment and Sunset Maths• Ask your family to test you out!• Make a list• Grab a whiteboard and draw it out• Record yourself

When a student feels they are confident with their goal, they will tell their teacher who will test them out

Learning Tasks

Each Term three Learning Tasks (Reading, Writing and Maths) will be available on Compass.


You will be able to see a **copy of the task**, a **highlighted proficiency scale** that shows what your child has achieved and there will be recommendations for **next steps in learning**.

Visualising Learning Task

Monster Tom





There once was a one eyed monster called Tom. He had three horns, purple fur and a long tail with spikes. One day Tom had a big smile on his face because he got a strawberry ice cream in a cone.

My Visualisations



Visualising Questions


The character is feeling:

I know this because:

he got a strawberry ice cream

LETH

 <div>Clifton Springs Primary School PROFICIENCY SCALE</div>			
Name	Year	Curriculum Area	Topic
	2	Mathematics: Measurement and Geometry	Location and Transformation
Essential Learning	Interpret simple maps of familiar locations and identify the relative positions of key features (VCMMG122)		
The highlighted information on the Proficiency Scale reflects what your child has achieved in this Learning Task.			
LEVEL OF LEARNING		SKILLS AND KNOWLEDGE	
Advanced <i>Critical thinking, problem solving and application of skills</i>		I can: <ul style="list-style-type: none">interpret maps to show position and pathways, including exploring the use of a directional compass. (Part 2)	
Proficient <i>Year 1 expected level</i>		I can: <ul style="list-style-type: none">understand that we use representations of objects and their positions, such as on maps, to allow us to receive and give directions and to describe location. (Part 2)	
Progressing <i>The fundamental knowledge required to reach the expected level</i>		I can: <ul style="list-style-type: none">use the everyday language of location and direction, such as 'between' and 'next to'. (Part 3)follow and give simple directions. (Part 1)	
Emerging		With support, I can accomplish the skills and knowledge of Level 2 – Progressing.	

Proficiency scales identify the key knowledge, skills and understandings a student needs to demonstrate to achieve the Essential Learning target.



Reporting on Progress



Learning Tasks on Compass: 3 per term – Maths, Reading, Writing

A notification on Compass will remind you to jump on and have a look.

3 Way Conferences: Tuesday 14th March

You will be invited to book a time on Compass.

Semester Reports: end Term 2 and end Term 4



Learning Expo: – Date TBC



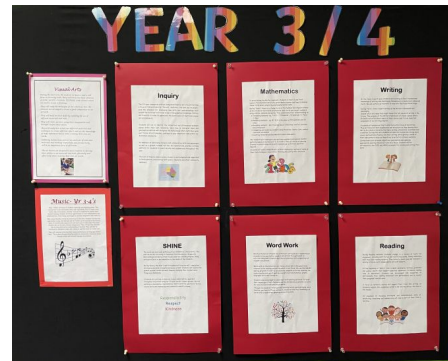
Curriculum Information Board

Each year level team has a Curriculum Information Board that is located in the hallway. This will outline the learning focus in each subject area.

At the moment it contains all of our learning for Term 1.

We will update this board each term to keep you informed of the topics and learning focus that your child will be involved in for the term.

Please check this out and let us know if you have any questions.



Home Learning

Reading: All students are expected to read for 20 minutes per night and have this recorded in student diaries. This should be signed by a parent/carer or older sibling.



Written Homework: Based parent feedback, written homework will remain optional as per our school policy.

Please note that students that do opt into the Home Learning Program will be expected to complete the set activities and this will be followed up at school.



Lunchtime Activities

Weekly lunchtime clubs will be running again in 2023!

There will be even more activities on offer with all staff members committing to run a lunch club during the year.



In Term 1 we will have:

- STEM
- Chess
- Art
- Quiet club (lego, mindfulness colouring etc.)
- Sustainability



Events in 2023

List of events coming up in Term 1 - 4
Include:

- Camps
- Excursions / Incursions
- Special Days
- Learning Expo



What questions do you still have?



**Please
ask!**



Feedback

Using Compass Connect please send a message to your child's teacher letting them know:

Two things you liked about the info session

One thing that could be improved

Two Stars & a Wish

- ★ I really like the way you ...
- ★ I really like how you ...
- ★ I noticed you ...
- ★ My favourite part was when ...
- ★ I think the best thing about it was ...
- ★ It was interesting how you...
- ★ You grabbed my attention when ...
- ★ You should be proud of ...
- ★ If it would be great if you...
- ★ I think you might want to ...
- ★ I would recommend it if you...
- ★ Next time maybe you could try ...
- ★ You can improve by...
- ★ It would be even better if you...

