



EDGEWORTH PUBLIC SCHOOL

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EDGEWORTH PUBLIC SCHOOL

STAGE 2 - 2023

Welcome to Stage 2!

We are looking forward to a successful and engaging year and we hope that you are too. Our 2023 Stage 2 team comprises eight keen and committed teachers. They are:

| CLASS /ROLE | | | TEACHER | | | CLASS /ROLE | | | TEACHER | | | | | | | | |
|----------------------|--|--|---------------------|--|--|----------------------------|--|--|----------------------|--|--|--|--|--|-----------------------|--|--|
| Deputy Principal 3-6 | | | Mrs Rebecca Baird | | | Assistant Principal (Rel.) | | | Mrs Tracy Lewis | | | Assistant Principal Curriculum and Instruction | | | Miss Kendall McCallum | | |
| 3/4M | | | Mr Bradley McDean | | | 3/4P | | | Mrs Phoebe Turnbull | | | 3/4T | | | Mr Bryn Trenter | | |
| 3/4J | | | Mr Jack Cruickshank | | | 3/4N | | | Mrs Biljana Necovski | | | 3/4C | | | Mrs Deborah Chapman | | |
| | | | 3/4E | | | Mon - Wed | | | Thurs - Fri | | | | | | | | |
| | | | | | | Mrs Mia Edmunds | | | Miss Tanika Bradford | | | | | | | | |

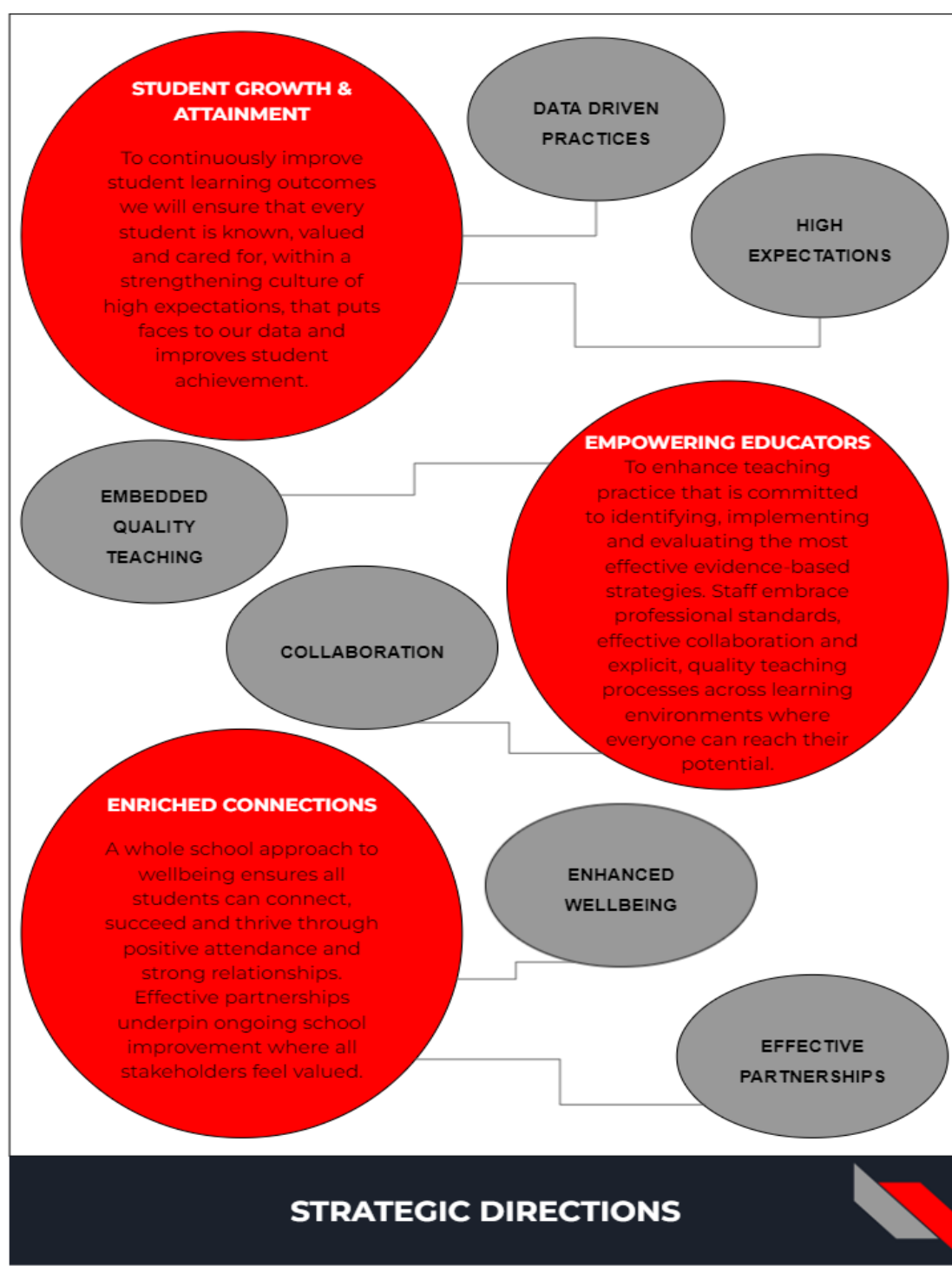
| OTHER STAFF SUPPORTING STAGE 2 | | | |
|--|-------------------------------|--|--|
| Specialist Teacher Library | Ros Hollot (Mon) | | Scott Luschwitz |
| | Zac Morton (Tues, Wed, Thurs) | | Kathryn Maybury |
| | Haley Bynon (Thurs) | | Jaclyn Zoneff |
| School Counsellor | Belinda Monticone | | Interventionist Teacher |
| English as an Additional Language or Dialect | Haley Bynon | | Assistant Principal Learning and Support |
| | | | Kerry Parsons |



OUR STRATEGIC IMPROVEMENT PLAN

The Strategic Improvement Plan (SiP) is a working document that details the steps our school will take to improve learning outcomes, and the achievement and growth of all students. To ensure continuous improvement, the SiP reflects where our school is at and how it will further improve learning, teaching and leading.

Edgeworth Public School embraces an inclusive culture of success where everyone is connected and empowered to reach their potential.





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HOW TO STAY INFORMED

Edgeworth PS has many ways of communicating information with parents and the community.

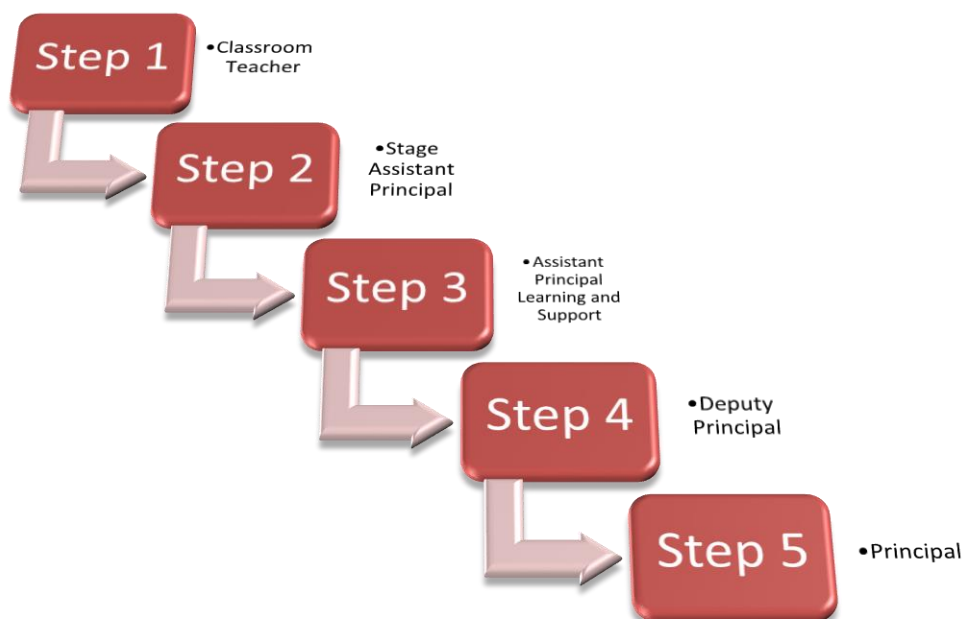
| | |
|---|---|
| <p>Visit our School Website</p>  | <p>Our school website is regularly updated with the latest information, events, photos and newsletters. Find us here: http://www.edgeworth-p.schools.nsw.edu.au/</p> |
| <p>Follow Our Official Facebook Page</p>  | <p>Follow us at Edgeworth Public School</p> |
| <p>Call or Send an Email</p>  | <p>Edgeworth Public School's contact details are: Minmi Rd, Edgeworth 2285 P- 02 4958 1831 E - edgeworth-p.school@det.nsw.edu.au</p> |



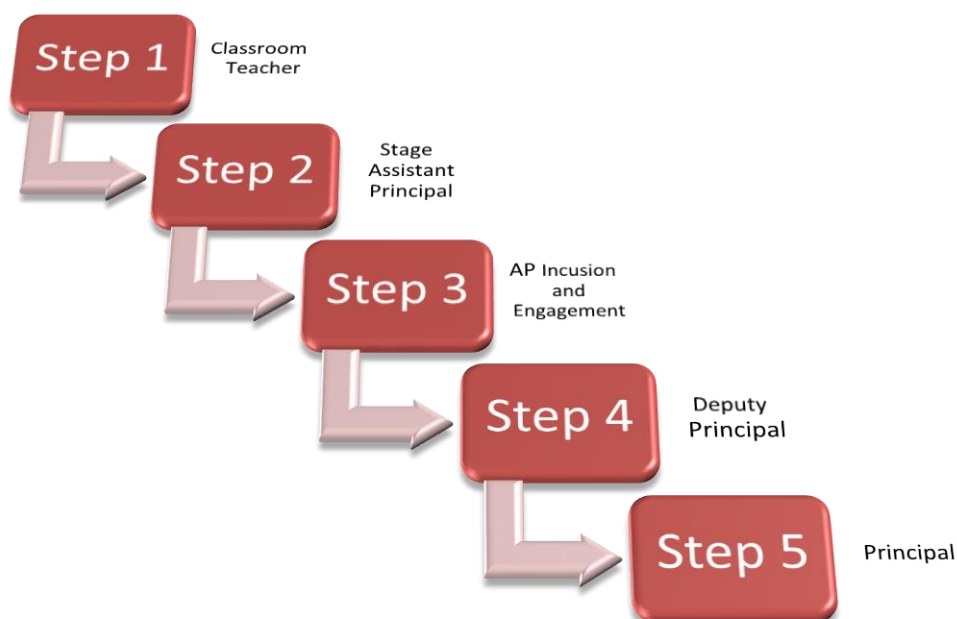
SCHOOL CONTACT FLOWCHART

Our school values working in partnership with our community by ensuring open communication. If you need to discuss your child's learning or wellbeing, we ask that you follow the process below.

LEARNING ENQUIRES



WELLBEING ENQUIRES





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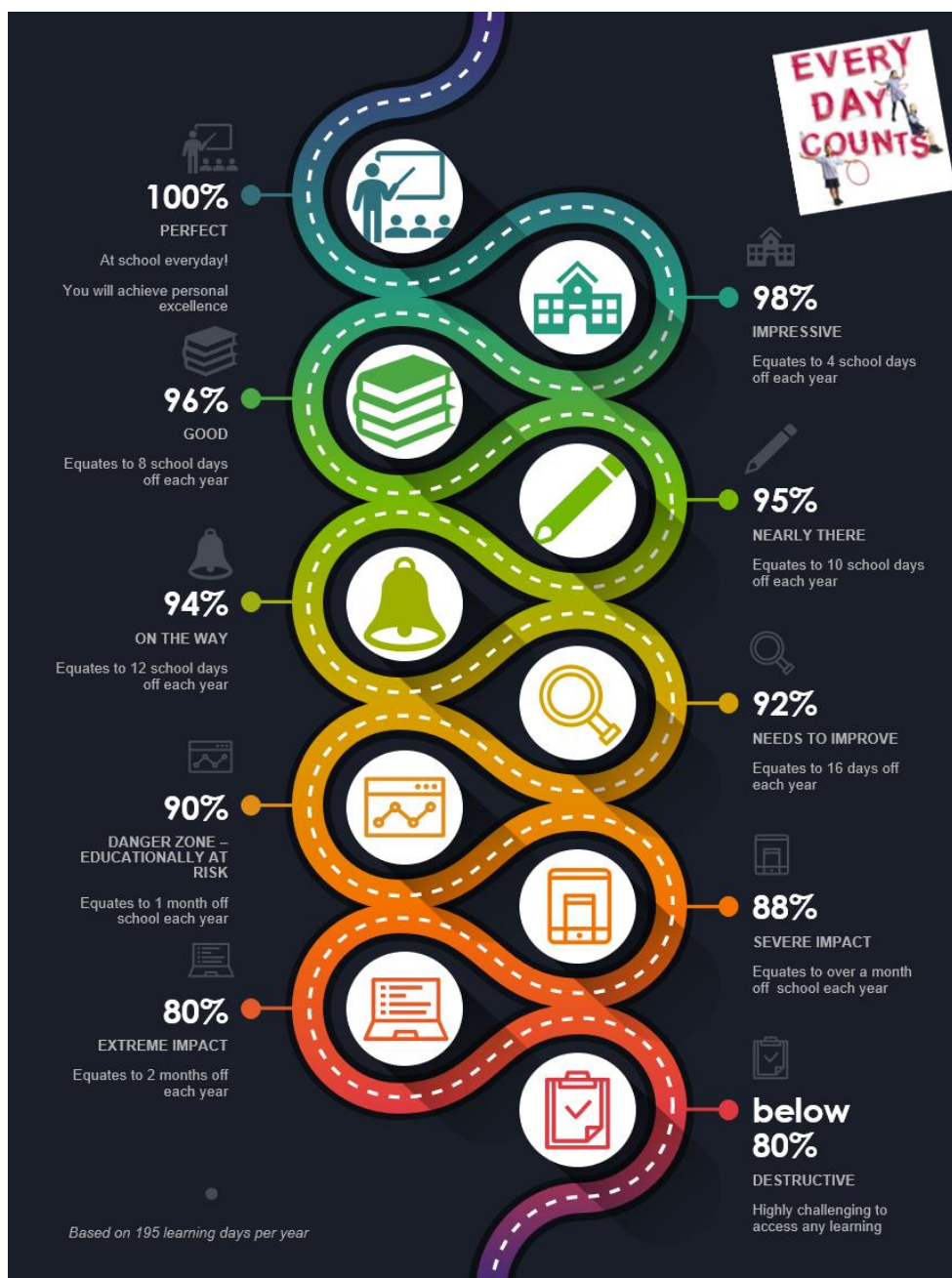


ATTENDANCE

Edgeworth Public School believes that students who are most successful academically and socially, are those who attend school on a daily basis. Regular and punctual attendance maximises the opportunities for students to learn and succeed.

Whilst we recognise that there are reasons for student absence from school, the goal for 'good' attendance is 96% or above meaning no more than 8 school absences each year.

If your child is absent from school, we ask that you notify the school regarding the reason for their absence through the SMS messaging service, phoning the school or supplying a written letter. Please *do not* email the school to explain absences.





CLASS COMPOSITION

This year, Stage 2 classes are stage-based classes with a balanced mix of Year 3 students and Year 4 students. This is the preferred model due to a number of factors such as enrolment numbers and the physical and social requirements of the students in Stage 2. Teachers follow a stage-based curriculum and students will be given many opportunities throughout the year to interact with many of their peers across their grade.

The stage Assistant Principals (APs) are not acting in the dual role of management and classroom teachers in 2023. The APs will be teaching their stage's classes in a fortnightly rotation, to provide time for classroom teachers to meet the administrative demands of their role. This has previously been called release from Face-to-Face teaching or RFF. Our goal in shifting the organisation of RFF this year, is to foster opportunities greater collaboration for each stage team: a key goal of the EPS Strategic Improvement Plan.

KEY LEARNING AREAS

Students will engage in six Key Learning Areas over the duration of the year. Classes will be participating in Integrated units where they can explore, create and collaborate with their peers and showcase their talents across English, Mathematics, Science and Technology, History & Geography, Creative & Practical Arts and Personal Development and Health. There is a particular focus on English and mathematics learning in 2023. Students will have opportunities to take part in hands-on games and engaging activities, differentiated for their learning.

ASSEMBLY

Stage 2 will have a brief weekly assembly on each Friday after recess to hand out Spotlight and Stage Awards.

STUDENT EQUIPMENT

The EPS Book Pack provides all necessary equipment for a student's learning including stationery, books and individual whiteboards and subscriptions. If students could also bring in a pair of headphones to leave in their classrooms these will be useful for literacy and computer activities. We would greatly appreciate a payment of \$50 to assist in funding these essential resources. Part payments and Back to School vouchers will be accepted through our soon to be introduced: Schoolbytes portal. Information regarding payment options and navigation of the new platform will be available soon. Should there be any issue please consult with office staff who will be happy to accommodate.

LIBRARY

Students are encouraged to borrow books during their fortnightly library lessons to foster a love of reading. They are also able to return and borrow at lunch time, any day. They will also be encouraged to participate in the Premiers Reading Challenge again this year, as this will form an integral part of their homework schedule. Additionally, students can access the Council Library outside of school hours.



| Term 1 | | | | | |
|---------------------------|--------|---------|----------------------|----------|--------|
| Stage 2 Library Timetable | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Odd Weeks | | | 3/4T 3/4M 3/4P | 3/4N | |
| Even Weeks | | | 3/4J 3/4C | 3/4E | |

HOMEWORK

Home reading will be starting in Week 5: Monday 20th February. We encourage every child to participate, despite where they are on their learning to read journey. There is always some benefit, for every child, to a consistent routine of reading.

Other homework may be set at different times during the year. Please know that homework expectations will be communicated, in detail, at the beginning of each term. This term, our focus is home reading.



The **more** that you read, the **more** things you will know. The **more** that you learn, the **more** places you'll go.
Dr. Seuss

EXCURSIONS AND SPECIAL ACTIVITIES

Educational activities are an important part of the school program and are selected to broaden the students' understanding of classroom studies. In 2023, we plan to provide the students with a range of experiences, that compliment the academic, social and sporting pursuits of the curriculum. In consultation with the community, through the P&C, we have modified the excursion/ camp schedule for Stage 2. We are currently evaluating a range of providers for the best possible fit for our students and our learning goals. Please be advised that an overnight camp is not scheduled for 2023, however, we will be providing detailed information about any day trips that are planned and how they complement the curriculum. We understand that forward planning is required by families to assist in payments and organisation for your child to attend.

Excursions are a privilege and children must display exemplary behaviour throughout the year to be able to join their classmates on these worthwhile educational experiences. Children who do not meet the standards set by Edgeworth Public School may be unable to attend.

Payments can be made online. Student assistance is available if you have any concerns about expenses related to such activities. Please contact the school office for further information if needed.



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NAPLAN AND CHECK IN ASSESSMENTS

All NSW schools will participate in online assessments for our primary students. Where NAPLAN assessments have been traditionally scheduled Year 3 students in May, they will now take place this term: Wednesday 15th March - Monday 27th March. There will also be state-wide online assessments for Years 3 and 4 at other periods during the year, which you may know as 'Check-in Assessments'. There will be a number of communications regarding the organisation for these events at Edgeworth PS prior to 15th March. Please refer to the NAPLAN information flyer attached overleaf as a starting point.

NAPLAN

Information for parents and carers

2023

Why do students do NAPLAN?

NAPLAN is a national literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it's important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national standards and over time.

NAPLAN is just one aspect of a school's assessment and reporting process. It doesn't replace ongoing assessments made by teachers about student performance, but it can provide teachers with additional information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Schools have transitioned from paper-based to computer-based assessments. All Year 3 students will continue to complete the writing assessment on paper.

Online NAPLAN tests provide more precise results and are more engaging for students. One of the main benefits is tailored (or adaptive) testing, where the test presents questions which may be more or less difficult depending on a student's responses.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for everyone. ACARA supports inclusive testing so all students have the opportunity to participate in the national assessment program.

Adjustments are available for students with disability who have diverse functional abilities and needs.

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN. Adjustments should reflect the support normally provided for classroom assessments.

To help inform these decisions, you may consult the [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), or our [series of videos](#) where parents/carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What if my school is closed on NAPLAN days?

Schools with compelling reasons may be given permission to schedule tests after the 9-day test window.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best. Some familiarisation and explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at nap.edu.au/online-assessment/public-demonstration-site.

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may have fewer devices.

The NAPLAN test window starts on Wednesday 15 March and finishes on Monday 27 March 2023. Schools are advised to schedule the tests as soon as possible within the testing window, prioritising the first week.

How is my child's performance reported?

Individual student performance is shown on a national achievement scale for each assessment. This scale indicates whether the student is meeting expectations for the literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents/carers may use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at myschool.edu.au.

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

To learn how ACARA handles personal information for NAPLAN, visit nap.edu.au/naplan/privacy.

| Test | Scheduling requirements | Duration | Test description |
|-------------------------|---|--|--|
| Writing | <ul style="list-style-type: none">• Year 3 students do the writing test on paper (on day 1 only)• Years 5, 7 and 9 writing must start on day 1 (schools must prioritise completion of writing across days 1 and 2 only, with day 2 only used where there are technical/logistical limitations) | Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min | Students are provided with a 'writing stimulus' (sometimes called a 'prompt' – an idea or topic) and asked to write a response in a particular genre (narrative or persuasive writing) |
| Reading | <ul style="list-style-type: none">• To be completed after the writing test• To be completed before the conventions of language test | Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min | Students read a range of informative, imaginative and persuasive texts and then answer related questions |
| Conventions of language | <ul style="list-style-type: none">• To be completed after the reading test | Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min | Assesses spelling, grammar and punctuation |
| Numeracy | <ul style="list-style-type: none">• To be completed after the conventions of language test | Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min | Assesses number and algebra, measurement and geometry, and statistics and probability |



CLASSROOM WELLBEING PROCESS

**SUPER
STAR**



Continuation or increase in purple behaviours
FANTASIC DAY!!

**WOO
HOO!**



Continuation or increase in purple behaviours

AWESOME



Following School Values.
Demonstrating Safe and Respectful behaviour.
Offering assistance without being asked.
Cleaning up after others.
Completing quality work

**READY
TO
LEARN**



Ready to learn
All students start each session on green

**THINK
ABOUT
IT**



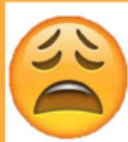
Yellow Behaviours:

- Disrupts the class
- Uncooperative
- Breach of a safety rule
- Interrupts the learning of others
- Damages property
- Swearing
- Verbally cruelty towards others
- Causes minor physical harm.

Yellow Consequences:

- Peg moved to yellow
- When a student's peg is moved to yellow, in class consequences may occur

**TAKE A
BREAK**



Orange Behaviours:

- Continuation or increase in yellow behaviours

Orange Consequences:

- When a student's peg is moved to orange, in class consequences will occur e.g. moved away from others.

**TEAM
ROOM**



Red Behaviours:

- Continuation or increase in yellow behaviours
- High level behaviours endangering themselves or others

Red Consequences:

When a student's peg is moved to red the student will be sent to time-out in their TEAM class with a planning sheet and work to complete. Teachers will record these incidents and send a letter home and/or contact made with parent/carer.



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SPOTLIGHT GOALS



SPOTLIGHTS are awarded to students for many reasons which may include: demonstrating school values, quality work, positive relationships, responsible behaviour, helping others, growth in learning etc



BRONZE AWARD

3 Spotlights in a year



SILVER AWARD

6 Spotlights in a year

=

Star Badge

(Each Grade has a specified colour)



GOLD AWARD

9 Spotlights in a year

=

Lunch with the Principal

