



Sherwood Grange Public School

STAGE 3

2024 INFORMATION BOOKLET



For more information visit: <https://sherwoodgr-p.schools.nsw.gov.au>



2024 Information for Stage 3 Parents

Welcome to Stage 3. Your Stage 3 teachers Mrs Manning, Miss Le and Mrs Khouzam are excited to be sharing the learning journey with you and your child as they move through Stage 3. We recognise the importance of developing the academic, social, emotional, creative and physical needs of EVERY CHILD. As a result, we are looking forward to nurturing all Stage 3 students as they mature and develop, and preparing them for success in high school.



Mrs Manning
Stage 3 AP
6/5M
(Mon, Tues, Wed)



Miss Le
6/5M
(Thurs, Fri)



Mrs Khouzam
6/5K

Expectations and Values

Our school expectations are:

Be Safe

Be Respectful

Be Responsible

Our school values are:

Care, Fairness, Excellence, Inclusion, Integrity and Participation.

At Sherwood Grange Public School we expect EVERY CHILD to follow our school values, working towards becoming the best version of themselves.

We model and guide our students to care for others and the environment; show fairness towards others; work towards excellence with their learning, striving to do their best and be the best they can be; include others and participate in all activities for a full experience.

We teach our students that integrity is not only about doing the right thing, it is also about owning their behaviour, making good choices (regardless of whether someone is watching or not) and accepting consequences for their actions.



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Punctuality and attendance

Students in NSW Public Schools are expected to attend every school day (unless they are legally excused) and be in class on time.

When a child arrives late to the classroom it interrupts the teaching of lessons and disturbs the learning of others. In addition, the student will have missed out on important instructions and may experience difficulty settling into the day.

Class rolls are regularly monitored by a Home School Liaison Officer (HSLO) from the Department of Education (DoE). The HSLO not only checks student absences, but also late arrivals to school. If your child's attendance or punctuality is of concern you could be contacted by the HSLO. By ensuring that your child arrives at school on time and ready to learn, you are giving your child the best possible start to a day of learning. You are also helping them to develop good habits that will be of benefit to them in the future.

Parents and carers can help foster positive attendance habits by:

- helping their child learn the importance of punctuality and routine
- ensuring their child arrives on time for the start of the school day, ready to participate in learning
- reducing disruption to learning where possible, by planning any necessary appointments outside of school time
- promptly communicating any absence to the school.

Regular attendance at school is essential if students are to achieve their potential.



Absence Notes

Department of Education policy requires parents/carers to provide a written explanation for their child's absence on their return to school. This can be provided in writing or through Sentral Parent Portal.

Sentral Parent Portal



Sentral Parent Portal is our method of digital communication with families. As well as receiving important information and updates about school activities, parents and carers are able to use Sentral to explain absences and book student progress meetings.



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School Uniforms

Sherwood Grange Public School has high expectations for school uniform.



- All students are expected to be in full school uniform every day including black shoes and a school hat.
- School uniforms must be ordered online via the website sherwoodgrange.uniforms4u.com.au or scanning the QR code with password sgps2160. Oz Fashions is the only authorised supplier of our school uniform.

Additional Uniform Requirements

- Students may wear a watch – no bright colours or smart watches
- Earrings (one piercing per ear only) must be gold or silver, studs or sleepers
- Bracelets and/or necklaces are not to be worn to school
- No nail polish, acrylic nails or makeup
- Head scarves should be white, black or bottle green
- Long hair (boys or girls) must be tied back with bottle green, black or white hair ties
- No streaks or coloured hair.

Thank you for your support in maintaining our HIGH EXPECTATIONS.

Online Payments

Our school accepts online payments only. The only exception to our cashless system will be when students bring in the exact coins required to purchase things such as Zooper Doopers (50c) and individual whiteboards (\$6.00). When we hold fundraising mufti days or events, we kindly ask for a gold coin donation.

To make an online payment:

- ✓ Visit our school website at: <https://sherwoodgr-p.schools.nsw.gov.au/>
- ✓ Click *Make a Payment*
- ✓ Complete the payment process – fill in only those fields marked with an asterisk *
- ✓ Record the receipt number on the Permission Slip
- ✓ Return the signed Permission Slip with the receipt number to school with your child.



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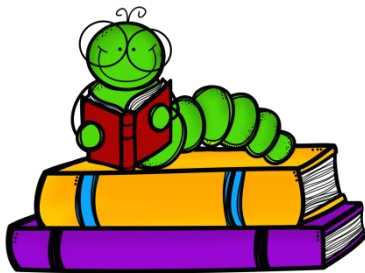


Crunch and Sip

'Crunch & Sip' is a time during the day where children 're-fuel' with fruit or vegetables and water to assist with their physical and mental performance and concentration in the classroom. Each day your child is encouraged to bring vegetables or fruit to school.

Home-Learning

Home-Learning in primary schools provides training for students in planning and time management, developing independence and establishing habits of concentration and self-discipline. The Home-Learning grid includes daily and weekly activities for students to complete. These activities are designed to promote a balanced lifestyle for students and their families.



Library

Classes will have the opportunity to borrow books from 'Rhonda Parnis Library'. The library has a wide selection of picture books, chapter books, novels, comics and factual texts. Students must have their library bag with them in order to borrow books.

Sport

Sport day is on Friday and students are required to wear their full sport uniform. Our sport uniform is a Sherwood Grange sport polo shirt, black sport shorts with Sherwood Grange PS embroidery or black microfiber tracksuit pants, white socks (no anklet or "no show" sport socks) and predominantly white or predominantly black joggers (please limit bright colours).



Black tights, leggings or lycra shorts are not to be worn instead of the Sherwood Grange PS black sport shorts or tracksuit pants.

PSSA sports: Term 1 & 4 – Softball (Yrs 5 & 6), T Ball (Yrs 3 & 4), Cricket (Yrs 3 & 4, Yrs 5 & 6 - mixed teams)

Term 3 & 4 – Netball and Newcombe Ball (Yrs 3 - 6 mixed teams)
Soccer and League tag (Yrs 3 - 6 mixed teams)



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Technology

Stage 3 students will be using HP laptop computers in class. These devices will support teaching and learning across all Key Learning Areas and promote the development of students' ICT skills.

eSafety

Stage 3 students participate in regular eSafety programs and webinars covering a range of current online safety issues, such as, play it safe and fair online; online bullying; being cybersafe; making good choices online and protecting privacy online.

Birthday Celebrations

For health and safety reasons, including anaphylaxis, children are not able to bring cupcakes or lolly bags to school when it is their birthday. Instead, we celebrate birthdays by presenting children with a birthday badge. Teachers will do their best to remember when a child has a birthday, but if your child would like a birthday badge, please remind them to go to the Front Office on the day of their birthday to ensure they don't miss out.

Extra-Curricular Opportunities

Throughout the year, Stage 3 students have the opportunity to participate in a wide range of extra-curricular activities. These include:

- Stage 3 overnight excursion to the Great Aussie Bush Camp
- Multicultural Public Speaking Competition
- Debating
- Spelling Bee
- Choir
- Dance Group
- Swim School
- Zing Activ dance



Meeting the needs of EVERY CHILD

At Sherwood Grange our purpose is to meet the academic, social, emotional, creative and physical needs of EVERY CHILD. This is achieved in a number of ways. The most common way that teachers meet the academic needs of all children is through differentiation of their class programs. This is where adjustments are made to support children who need extra help and extend those who need more of a challenge.



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2024 Learning Overview

The table below outlines the learning that will be covered by Stage 3 across the six Key Learning Areas this year.

English	<p>The aim of English in Years K–6 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.</p> <ul style="list-style-type: none">• Oral language and communication• Vocabulary• Reading fluency• Reading comprehension• Creating written texts• Spelling• Handwriting and digital transcription• Understanding and responding to literature
Mathematics	<p>The aim of Mathematics K–6 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.</p> <p>Working Mathematically: developing understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.</p> <p>Number and Algebra: Representing numbers, additive relations, multiplicative relations, representing quantity fractions.</p> <p>Measurement and Space: Geometric measure, 2D spacial structure, 3D spacial structure, Non-spacial measure.</p> <p>Statistics and Probability: Data and chance.</p>



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	Term 1	Term 2	Term 3	Term 4
History and Geography	History: The Australian Colonies Students learn about colonial Australia in the 1800s. They look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups in the colonial period. They examine significant events and people, political and economic developments, social structures and settlement patterns. Students apply a variety of skills of historical inquiry and communication.		Geography: A diverse connected world Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the indigenous peoples of other countries. Students explore and reflect upon similarities, differences and the importance of intercultural understanding.	
Science	Solids, liquids and gases The properties of a range of materials and the way in which they are combined, determine their use and inform design solutions. Students investigate the different properties of solids, liquids and gases, and consider combining and separating mixtures.		Energy forces The difference between contact and non-contact forces and how energy is transformed from one form to another. Students are provided with an opportunity to investigate how electrical energy can control movement in products and systems.	
PDHPE	How do empathy inclusion and respect have an impact on myself and others?	How does a healthy, safe and active lifestyle enhance connection with others?	What actions positively influence the health, safety and wellbeing of my community?	How can I manage transitions and challenges? How can I keep myself and others safe?
	How can we work with others to build positive relationships during physical activity?	How can we adapt and perform movement skills in different situations? How can we use strategies and tactics to create solutions to movement challenges?	What actions positively influence my health, safety, wellbeing and participation in physical activity?	How can we adapt and perform movement skills in different situations? Dance – Zing Activ
Creative & Performing Arts	Visual Arts – Artists Music - Playing	Visual Arts – Artists Drama – Performing and interpreting drama	Visual Arts – Media Music - Singing	Visual Arts – Media Dance – composing and performing

