

REDHEAD PUBLIC SCHOOL



Stages 1&2 - Class 2/3O

Information Booklet



Welcome to Stage 2 and Class 2/30



We are looking forward to an amazing 2024. Our Stage team consists of the following.



Mr Liam Sumbak

*Stage 2 Assistant Principal
Stage 2 teacher*



Mrs Melissa O'Donnell

Stage 2 teacher



Mr Malcolm Halbesma

Stage 2 teacher



Mrs Sam Huggins

Library / RFF teacher



Mrs Emma Atkins

*Stage 2 teacher / RFF teacher
/ Interventionist*



Mrs Jan Audet

Learning Support teacher



Miss Lexi McInnes

*Assistant Principal Curriculum &
Instruction (Rel.)*

Important Dates



Term Dates

Term	Staring Date	Ending Date
Term 1	Tuesday 30 January	Friday 12 April
Term 2	Monday 29 April	Friday 5 July
Term 3	Monday 22 July	Friday 27 September
Term 4	Monday 14 October	Friday 20 December

Staff Development Dates

Term 1	Tuesday 30 January and Wednesday 31 January 2024
Term 2	Monday 29 April 2024
Term 3	Monday 22 July 2024
Term 4	Thursday 19 December 2024 Friday 20 December 2024

Bell Times

8:40am	Playground supervision begins
9:10am	Class commences
11:10am - 11:40am	Recess
1:10pm - 1:55pm	Lunch
3:10pm	End of day

Student Wellbeing



At Redhead PS, every staff member prioritises the wellbeing of each and every student in the school.

We have a number of opportunities and evidence-based programs that support and improve student wellbeing. These include:

- Learning and Support team
- Learning Support Teacher (Mrs Audet)
- School Counsellor (Mrs Ruth Jenkins)
- Respect, Inspire, Succeed awards
- Teacher inspired extra-curricular activities
- Student Voice Team and leadership opportunities
- Aboriginal Education team
- Welcoming external health providers
- Restorative Practises
- Attendance awards and monitoring
- Weekly wellbeing focus
- Zones of Regulation
- The Resilience Project (TRP)

In 2024 RPS will be commencing the Resilience Project (TRP). TRP delivers emotionally engaging lessons and activities, providing practical, evidence-based mental health strategies to build resilience and happiness. Students will begin this journey with their teachers in week 2 and parents will have access to resources and information towards the end of the term. Please visit <https://theresilienceproject.com.au/about/> for more information in the meantime.

Every face has a place, Every voice has a value, Every student has support,
at Redhead PS!



Teaching & Learning Curriculum



English

As of 2024, a new English syllabus must be taught across all schools in NSW. The NSW Department of Education (DoE), in consultation with teachers has developed a suite of high quality units of work (UOW) that embed multifaceted pedagogy and include complementary resources. As a lighthouse school for new curriculum, Redhead PS delivers excellence in teaching and learning in 2/3O English through three structured components being:

- Component A – the explicit and systematic teaching of literacy skills that are required for or require consolidation of Component B. Component A is developed by RPS teachers to meet students at their point of need and is taught first thing in the morning four-five days per week.
- Literacy Session – incorporates a range of independent literacy tasks that students engage with to rehearse and consolidate knowledge of English syllabus outcomes. These tasks include a mix of hands-on games and activities (both independently and with social support) using a range of literacy resources and technology as well as abstract tasks. It is during this time that the teacher will deliver small group reading and writing instruction targeted to meet students at their point of need. Literacy sessions are implemented on a daily basis
- Component B – cumulative direct instruction in the conceptual understandings of the subject of English through multimodal quality literature. Component B UOW are taught after Component A during morning literacy session four days per week and throughout the week in accordance with the classroom teacher's timetable. The UOW are delivered over a five-week period.

Mathematics

As of 2024, a new mathematics syllabus must be taught across all schools in NSW. The NSW Department of Education (DoE), in consultation with teachers has developed a suite of high quality units of work (UOW) that embed multifaceted pedagogy and include complementary resources. The UOW are underpinned by the 'connectionist' approach, reflecting the 'big ideas' of mathematics whilst highlighting and reinforcing the role of working mathematically. UOW are based on a fortnightly teaching and learning sequence.

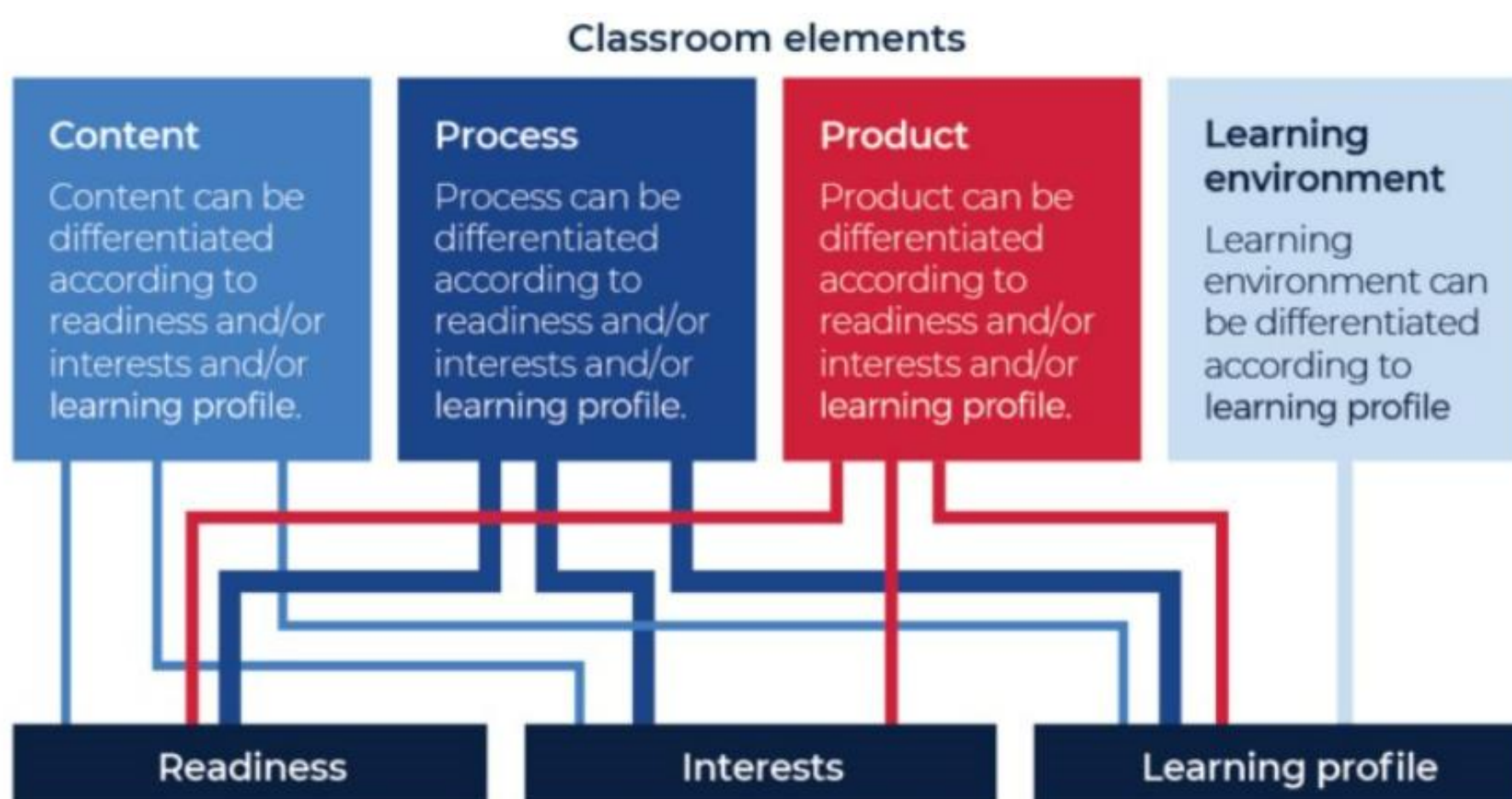
Key Learning Area's (KLAs)

Key Learning Area's (KLA's) are additional mandated topics for teaching and learning and include History/Geography, Science & Technology, Creative Arts and Physical Health and Development & Physical Education (PDHPE). The NSW syllabus' for KLA's are currently under review and we will share further updates with families as information comes to hand.

Differentiation, High Potential and Gifted Education (HPGE) and Learning Support (LS)

Redhead PS teachers are educated, well prepared and supported to accommodate for the diverse learning requirements of each and every student. We pride ourselves in nurturing effective partnerships with all Redhead PS families and maintaining high levels of communication about student learning.

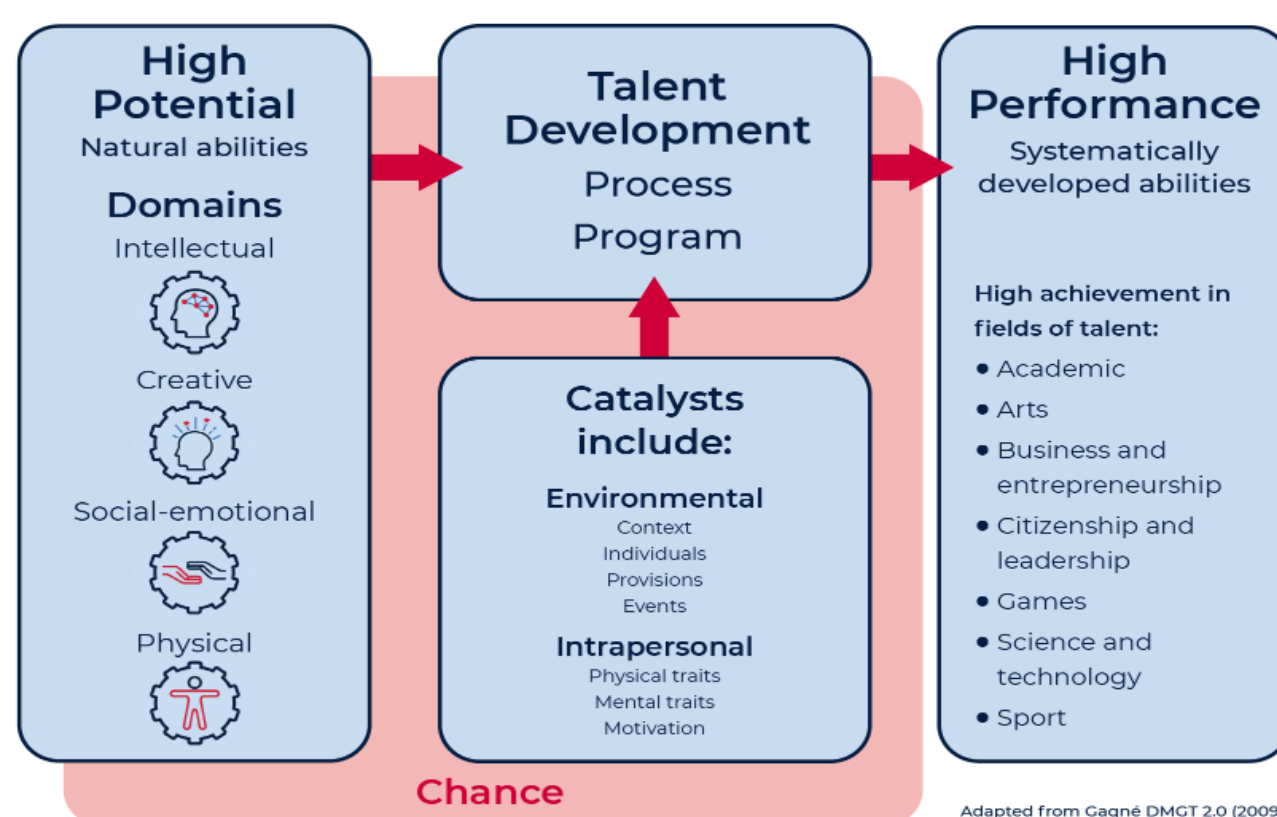
Differentiation refers to the responses that teachers make towards learners need through intentional planning as well as in situ. Elements of differentiation in the classroom may be present through....



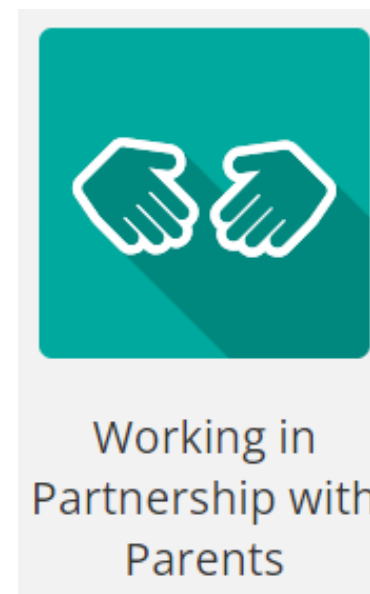
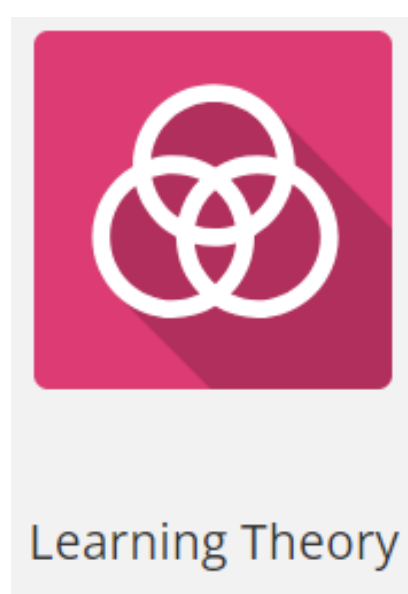
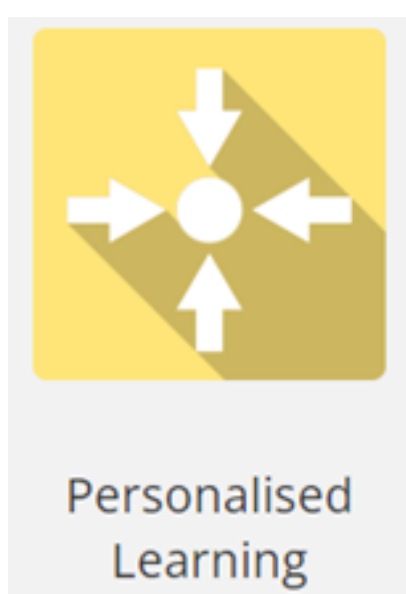
Teaching & Learning Curriculum



High Potential and Gifted Education (HPGE) refers to the NSW Department of Education's Gifted Education Policy which provides a framework for developing the talent of high potential and gifted students (HPGs). The policy provides advice to implement effective learning and teaching practices across the intellectual, creative, social-emotional and physical domains. Redhead PS teachers create learning environments that promote talent development opportunities and differentiated teaching practices to ensure specific learning requirements of HPGs are met. In addition, HPGs may be provided with enrichment opportunities via targeted intervention and extra-curricular activities.



Learning Support refers to the personalised learning provided to students who require adjustments (curriculum, instructional and/or environmental) to satisfactorily meet stage based syllabus outcomes. LS is enacted through differentiated classroom teaching practice as well as targeted, systematic intervention delivered by specialist teachers.



2024 Extra-curricular activities

Our committed teachers provide opportunities for students to participate in a range of extra-curricular activities across the intellectual, social/emotional, physical and creative domains. At different times throughout the year, students are able to engage in Rock band, choir, art club, gardening club, coding club, Social / emotional awareness program (SEA), public speaking, debating, Australasian Problem Solving Mathematical Olympiads (APSMO), Starstruck/dance programs and sporting opportunities at the school, regional, state and national level. Languages are also taught outside of school hours by specialist personnel. Regular communication about these activities can be found via our school noticeboard near the assembly lines, school Facebook page or School Bytes portal.



Classroom Helpers

As we continue to work in partnerships with families to ensure positive educational outcomes for all students, less in class support from parents/carers is required in 2/30. Students are now developing increasing independence with their learning and most students have well established collaborative skills when working in small groups with peers. However, opportunities will present throughout the year with special occasions and/or events where teachers may request parent/carer/family help or assistance or invite community in for open classrooms. In these situations, teachers will communicate this to families via School Bytes.

If you would like to help or assist in any other areas of our school community, please email the main office and one of our friendly executive team will be in contact.

Teaching & Learning Curriculum



Other Key Information

Library: At the beginning of each term teachers will communicate your child's **library day**. Please note that due to other school events library days may be changed. In this instance, teachers will communicate these to parents and carers via School Bytes as soon as practically possible.

Sport: Sport occurs each **Tuesday**. Please make sure your child is wearing their sport uniform and sport shoes on this day.

Scripture/Ethics: Special Religious Education (SRE), Ethics and Non-Scripture occur on a fortnightly basis (odd weeks) on a **Friday**. It is important to update attendance information regularly at the front office so students attend the correct session.

Whole school assemblies take place on a fortnightly basis (even weeks) on a **Friday** afternoon at 2pm. All students must wear correct school uniform including shoes and socks. Families are welcome to attend assemblies if they choose to. Assemblies are held in the school hall.

Home Reading is strongly encouraged at Redhead PS for 10-15 minutes on most days. Remember that some students may choose to read for longer than this. It is important that reading at home should be for **leisure and interest**. Studies have proven that reading regularly can help students with language acquisition, communication, social skills and literacy. Students can access books from the school library, home library, local library, PM online via the PM ecollections in your app store or follow the link <http://pmecollection.com.au/login>. If you require any further assistance with home reading, please see your child's teacher.

Homework: Stage based Homework is created and shared on a termly basis by the classroom teacher. Redhead PS promotes an opt in / opt out homework preference for families. Students are able to complete homework as shared although, please note that teachers do not monitor or mark homework. Homework is not a part of our reporting and assessing procedures. However, research has shown that engaging in regular (age appropriate) homework may assist students with building long term skills of time management and commitment to learning and growth.

Teaching & Learning Curriculum



Other Key Information

Equipment: The school resource pack includes all the books and online subscriptions to assist student's learning. A **payment of \$35** is required to assist in funding these resources. Student additional classroom equipment they will require can be found below. Please note it differs per year.

Equipment	Year						
	K	1	2	3	4	5	6
Painting shirt	😊						
1 x glue sticks	😊	😊	😊	😊	😊	😊	😊
1 x A4 pocket folders	😊	😊	😊	😊	😊	😊	😊
Library bag	😊	😊	😊	😊	😊	😊	😊
Whiteboard markers (pack of 10)	😊	😊	😊	😊	😊	😊	😊
1 set of labelled headphones for class computer use	😊	😊	😊	😊	😊	😊	😊
1 x sharpener with shaving container	😊	😊	😊	😊	😊	😊	😊
1 x erasers		😊	😊	😊	😊	😊	😊
Scissors suitable for students (NB: Scissors for left-handed students can be purchased)		😊	😊	😊	😊	😊	😊
Ruler – clear & plastic with cm & mm measurements. Not foldable / flexible			😊	😊	😊	😊	😊
Pencil Case (small)				😊	😊	😊	😊
Coloured pencils				😊	😊	😊	😊
Textas (pack of 12)				😊	😊	😊	😊
6 x lead pencils				😊	😊	😊	😊
4 blue & 2 red pens (Ballpoint only. No gel or erasable ink)				😊	😊	😊	😊
Protractor						😊	😊

Excursions and extra activities: Educational activities are an important part of the school program and are selected to broaden students' understanding of classroom studies. Throughout the year, students will have opportunities to attend excursions and events linked to their educational needs. More information will come during the year. Payments can be made online via School Bytes.

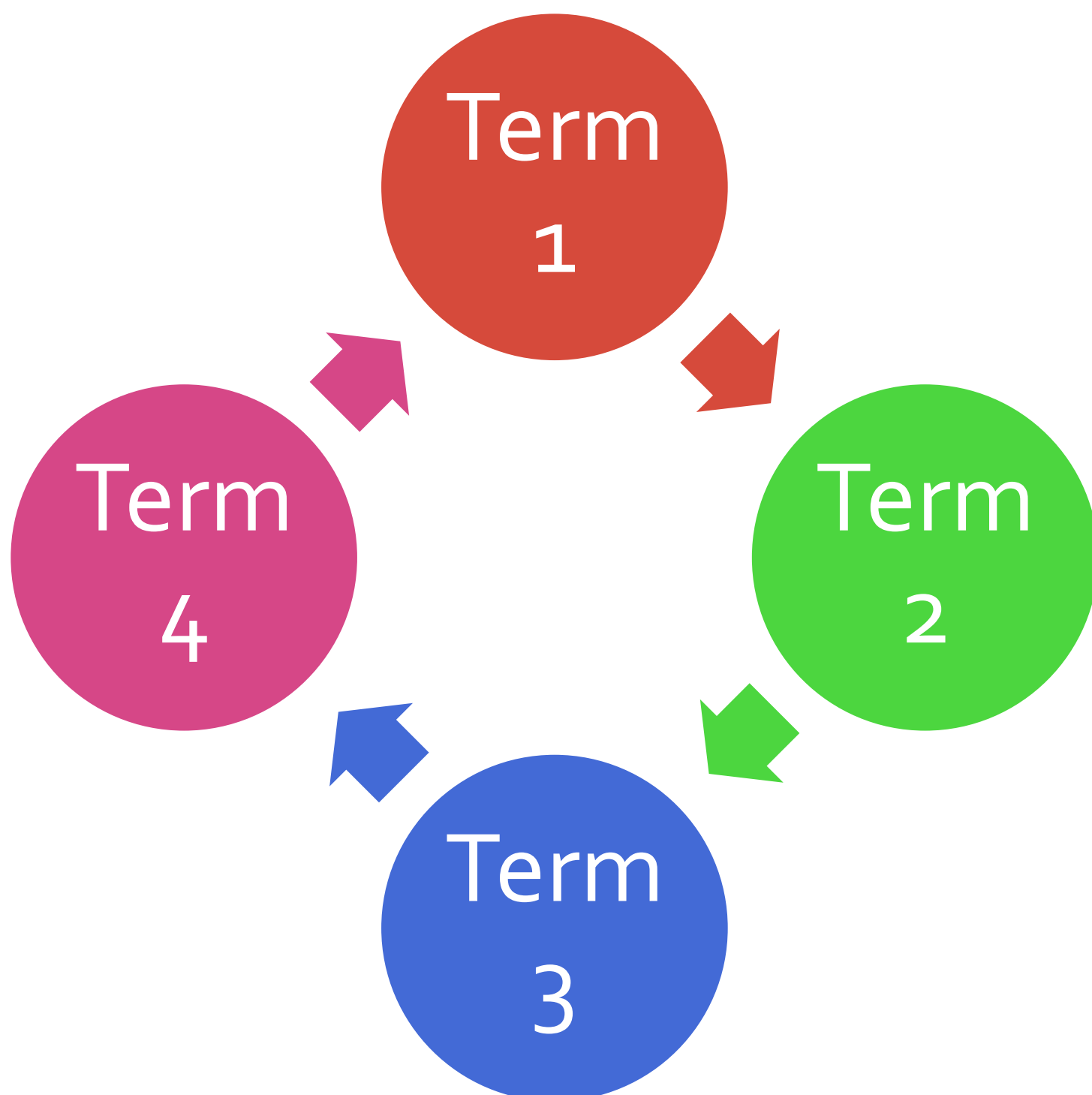
Stage 1's main excursion is to Australian Reptile Park in Term 3 on Thursday 29th September 2024.

Stage 2's main excursion will take place in Term 2.



Termly Curriculum

Overviews



Term 1 Overview



ENGLISH (Cross referenced with Stage 1 and Stage 2 outcomes)

During Term 1 students will engage with the following English UOW in addition to Component A:

- Unit 2 Textual concept is 'Genre' supported through the text French J (2021) *Earth's Incredible Oceans* and French J (2021) *Iceberg*. In this 10-week unit, students will gain a deeper understanding of the textual concepts of genre and perspective and context through an analysis of the texts *Iceberg* and *Earth's Incredible Oceans*. Throughout the unit, students will apply their understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose. Students will also delve deeper in exploring how context influences the authors purpose and the readers understanding whilst analysing images and text for Connotation, Imagery and Symbolism.

For further information on teaching and learning content of the units of work access the NSW DoE website <http://tinyurl.com/ybs5f4pa>.

MATHEMATICS (Cross referenced with Stage 1 and Stage 2 outcomes)

During Term 1 students will learn about:

- Unit 1: The number system extends infinitely to very large and very small numbers This unit introduces the big idea that our number system extends infinitely to very large and very small numbers.
- Unit 2: Addition and subtraction problems can be solved using a variety of strategies This unit introduces the big idea that addition and subtraction problems can be solved using a variety of strategies.
- Unit 3: What needs to be measured determines the unit of measurement This unit develops the big idea that what needs to be measured determines the unit of measurement.
- Unit 4: Fractions represent multiple ideas and can be represented in different ways This unit introduces the big idea that fractions represent multiple ideas and can be represented in different ways.
- Unit 5: Questions can be asked and answered by collecting and interpreting data This unit introduces the big idea that questions can be asked and answered by interpreting data.

For further information on teaching and learning content and outcomes of the units of work follow the NSW DoE link <http://tinyurl.com/evc97vbf>.

CREATIVE ARTS

The role of narrative in the Creative Arts Learning sequence overview Students explore the role of narrative in the creative arts to evoke meaning in artworks in music, visual arts, drama and dance.

How does character inform the arts Learning sequence overview: Students will learn to explore character primarily in the visual arts and music. Additional focus is on facial expression, movement, mime and non-locomotor body formation. Students will learn to sing a song about mythical creatures and create a composition about that character.

Connotation, imagery and symbol in the arts Learning sequence overview: Students will explore the symbolic role of images in communicating understandings about Australian and global environments and cultures. They will investigate selected visual artworks and musical compositions to examine the imagery and hidden meanings within. Students will then identify and interpret these hidden meanings across the creative arts, particularly through connecting music and visual arts.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

PDH - Being Resilient is Brilliant: is a multistage unit of learning focused on empowering students to develop resilience that can support them to respond positively to different situations. Students will participate in weekly **PE** lessons focused on developing and consolidating the Fundamental Movement Skills (FMS) through explicit teaching of FMS through a variety of contexts such as daily physical activity, dance, gymnastics, movement exploration, games and sport sessions. FMS include:

- Locomotor skills such as run, jump, hop, skip, gallop, leap and dodge
- Non-locomotor skills such as static balance, bend, sway, twist and turn
- Object control skills such as catch, throw and kick

HISTORY

Stage 1: Past and Present family life & The past in the present Part 1 Learning sequence overview: Students explore differences in family structures and roles today and how these have changed or remained the same over time.

Stage 2: Community and remembrance 1 and part of 2 Learning Sequence overview – This topic provides a study of the Aboriginal identity and culture in the local area.

For teaching and learning of this KLA, school resourcing will be allocated for each stage with 2/30.

SCIENCE & TECHNOLOGY Earth and Space: Learning sequence overview – students investigate some natural processes, human activities, atmospheric and astronomical events that effect the earth and cause erosion. They will learn about weathering and erosion and investigate some human activities that cause erosion over time.

Term 2 Overview



ENGLISH (Cross referenced with Stage 1 and Stage 2 outcomes)

During Term 2 students will engage with two English UOW in addition to Component A:

- Unit 3 Textual concept is 'Argument & authority' supported through the text Parrett F (2021)Wandi In this 5-week unit, students will gain a deeper understanding of the textual concepts of argument and authority and genre. Through the study of the text Wandj, students will explore how an argument may be a single perspective that is presented or defended. The difference between authorship and authority is explored and how they can enhance an argument presented. Students will develop texts using language choices for persuasive effect. Students will also plan and deliver a spoken presentation. The textual concepts of Perspective & Argument will also be explored.
- Unit 4 to be updated once released via the DoE intranet.

For further information on teaching and learning content of the units of work access the NSW DoE website <http://tinyurl.com/ybs5f4pa>.

MATHEMATICS (Cross referenced with Stage 1 and Stage 2 outcomes)

During Term 2 students will learn about:

- Unit 6: The number system extends infinitely to very large and very small numbers This unit develops the big idea that the number system extends infinitely to very large and very small numbers.
- Unit 7: Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations This unit introduces the big idea that multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations.
- Unit 8: To be updated once released via the DoE intranet.
- Unit 9: To be updated once released via the DoE intranet.
- Unit 10: To be updated once released via the DoE intranet.

Further information on teaching and learning content and outcomes of the units of work follow the DoE NSW link <http://tinyurl.com/evc97vbf>.

CREATIVE ARTS (Cross referenced with Stage 1 and Stage 2 outcomes)

The role of narrative in the Creative Arts Learning sequence overview Students explore the role of narrative in the creative arts to evoke meaning in artworks in music, visual arts, drama and dance. **How does character inform the arts** Learning sequence overview: Students will learn to explore character primarily in the visual arts and music. Additional focus is on facial expression, movement, mime and non-locomotor body formation. Students will learn to sing a song about mythical creatures and create a composition about that character. **Connotation, imagery and symbol in the arts** Learning sequence overview: Students will explore the symbolic role of images in communicating understandings about Australian and global environments and cultures. They will investigate selected visual artworks and musical compositions to examine the imagery and hidden meanings within. Students will then identify and interpret these hidden meanings across the creative arts, particularly through connecting music and visual arts.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Our Term 2 Personal Development & Health program focuses on Child Protection and Respectful Relationships education. Through this unit, students will identify the rights of themselves and others. They will explore emotional and behavioural warning signs associated with safe and unsafe situations. Students will identify sources of support to assist them to learn about change and to seek help and advice to manage the changes associated with puberty. The school is required to inform parents and caregivers of the content of the curriculum as it deals with sensitive issues. For teaching and learning of this KLA, school resourcing will be allocated for each stage with 2/30. For further information about teaching and learning programs you may like to access the Department of Education's website <https://tinyurl.com/yckcr6pn> or alternatively, please contact your child's teacher. Students will participate in weekly PE lessons focusing on developing and consolidating the Fundamental Movement Skills (FMS) through explicit teaching of FMS through a variety of contexts such as daily physical activity, dance, gymnastics, movement exploration, games and sport sessions. FMS include: *Locomotor skills such as run, jump, hop, skip, gallop, leap and dodge *Non-locomotor skills such as static balance, bend, sway, twist and turn *Object control skills such as catch, throw and kick.

GEOGRAPHY

Stage 1: Features of Places Learning sequence overview: students examine interconnections between features, users and organisation of spaces. They describe connections, people, including Aboriginal & Torres Strait Islander peoples have with places, both locally and globally.

Stage 2: Places are similar and different Learning Sequence overview – Students examine the diverse characteristics of the natural and human features of Australia. For teaching and learning of this KLA, school resourcing will be allocated for each stage with 2/30.

SCIENCE & TECHNOLOGY

Living World: Learning sequence overview – Students identify characteristics and observable features of living things and distinguish from non-living things. They identify and describe patterns and understand how scientists use external features to group living and non-living things. Students describe and follow a sequence of steps involving decisions to group things (solve a problem).

Term 3 Overview



ENGLISH (Cross referenced with Stage 1 and Stage 2 outcomes)

During Term 3 students will engage with two, five-week English UOW in addition to Component A:

- Unit 5 To be updated once released via the DoE intranet.
- Unit 6 To be updated once released via the DoE intranet.

For further information on teaching and learning content of the units of work accessed via the NSW DoE website will be made available shortly <http://tinyurl.com/ybs5f4pa>.

MATHEMATICS (Cross referenced with Stage 1 and Stage 2 outcomes)

During Term 3 students will learn about:

- Unit 11: To be updated once released via the DoE intranet.
- Unit 12: To be updated once released via the DoE intranet.
- Unit 13: To be updated once released via the DoE intranet.
- Unit 14: To be updated once released via the DoE intranet.
- Unit 15: To be updated once released via the DoE intranet.

For further information on teaching and learning content and outcomes of the units of work follow the DoE NSW link <http://tinyurl.com/evc97vbf> shortly.

CREATIVE ARTS (Cross referenced with Stage 1 and Stage 2 outcomes)

Bicycles Musical Concepts: Duration, Pitch, Dynamics Learning sequence overview: This unit provides a sequence of learning opportunities based around a chant. It uses this repertoire as a vehicle for developing students' ability to create and structure their own composition through a series of whole group activities that lead to small group work. It assumes the children are familiar with the use of classroom instruments, organising sound activities and group work.

Night and Day Musical Concepts: Duration, Pitch Learning sequence overview: This unit provides a sequence of learning experiences linked to the speech rhyme 'Night and Day' and the song 'Sun Arise'. It offers students the opportunity to explore instrumental and environmental sound sources through listening and experimentation. The unit assumes the students have had some previous experience singing simple songs, experimenting with sound and organising their ideas into simple musical structures.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Stage 1 PDH – Drug Education 'Medicines & Me' Learning sequence overview: Students will learn about the purpose of medication, administration of medication and safe use of medication.

Stage 2 PDH – Drug Education 'Drugs affect me': Learning sequence overview Students will learn about the safe storage, administration and labelling of medicines.

. Weekly PE lesson will focus on developing and consolidating the Fundamental Movement Skills (FMS) through our biannual gymnastics program. FMS include:

- Locomotor skills such as run, jump, hop, skip, gallop, leap and dodge
- Non-locomotor skills such as static balance, bend, sway, twist and turn
- Object control skills such as catch, throw and kick

For teaching and learning of this KLA, school resourcing will be allocated for each stage with 2/30.

HISTORY

Stage 1 The Past in the present Part 2: Learning sequence overview: Students investigate how technology has changed their home and community and the impacts of changing technology.

Stage 2 Community remembrance part 2 and 3 Learning Sequence overview – Students investigate important days and weeks that are celebrated or commemorated in Australia.

For teaching and learning of this KLA, school resourcing will be allocated for each stage with 2/30.

SCIENCE & TECHNOLOGY

Material World Learning sequence overview – Students investigate how different properties of materials affect their suitability for products. They will develop their knowledge and understanding of the properties and performance of a variety of materials through observation and manipulation. Stage 2 will have the opportunity to design and make an entertaining game and Stage 1 will have the opportunity to produce, implement, test and evaluate a shelter built from natural materials.

Term 4 Overview



ENGLISH (Cross referenced with Stage 1 and Stage 2 outcomes)

During Term 4 students will engage with two, five-week English UOW in addition to Component A:

- Unit 7 To be updated once released via the DoE intranet.
- Unit 8 To be updated once released via the DoE intranet.

For further information on teaching and learning content of the units of work access the NSW DoE website <http://tinyurl.com/ybs5f4pa> shortly.

MATHEMATICS (Cross referenced with Stage 1 and Stage 2 outcomes)

During Term 4 students will learn about:

- Unit 16: To be updated once released via the DoE intranet.
- Unit 17: To be updated once released via the DoE intranet.
- Unit 18: To be updated once released via the DoE intranet.
- Unit 19: To be updated once released via the DoE intranet.
- Unit 20: To be updated once released via the DoE intranet

For further information on teaching and learning content and outcomes of the units of work follow the DoE NSW link <http://tinyurl.com/evc97vbf> shortly.

CREATIVE ARTS (Cross referenced with Stage 1 and Stage 2 outcomes)

Bicycles Forms: Drawing, Sculpture Learning sequence overview: Bicycles in their different shapes and sizes form the stimulus for this unit of work. Students respond to these objects, generally of great variety and interest to them at this age, from memory and through observational drawings. In the unit they work towards producing more imaginative kinds of artworks as linear sculptures using wire. Students are encouraged to think about their own intentions as they produce these works and investigate and make use of different forms, techniques and media. The unit also offers opportunities for students to view artworks including paintings, sculptures and photographs made by artists and photographers, and to consider how the artists/photographers have achieved certain effects. They can also consider what effects the works have on the them as they view them.

Insects and Dragons Forms: Drawing, Sculpture and 3-D Forms, Fibre Learning sequence overview: This unit of work focuses on the subject matter of insects and dragons and offers students the opportunity to explore real and imagined creatures in their artmaking. Students experience insects through their contact with mealworms in the classroom. This experience offer them opportunities to creatively transform ideas from 2-dimensional drawings of insects and creatures into 3-dimensional mythical beings using wire, fibre and fabric. The structure and movement of these 3-dimensional creatures is emphasised and students are encouraged to create new and original creatures that suggest feelings of power or the creation of another mood. Students also explore the presence of mythical creatures in artworks from different times and cultures and appreciate their meaning and purpose within these cultures.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Stage 1 PDH – Looking after yourself: Learning sequence overview: students develop a stronger understanding of how to make positive decisions about themselves and others.

Stage 2 PDH – How can I build positive relationships: Learning sequence overview students recognise their own emotional responses and how they might differ to others. Weekly PE lessons focus on developing and consolidating the Fundamental Movement Skills (FMS) through explicit teaching of FMS through a variety of contexts such as daily physical activity, dance, gymnastics, movement exploration, games and sport sessions. FMS include: *Locomotor skills such as run, jump, hop, skip, gallop, leap and dodge *Non-locomotor skills such as static balance, bend, sway, twist and turn *Object control skills such as catch, throw and kick For teaching and learning of this KLA, school resourcing will be allocated for each stage with 2/30.

GEOGRAPHY

Stage 1 Features of Places Part 2 Learning sequence overview – Students explore a range of scales within Australia and Australia's location in the world.

Stage 2 The Earths environment Learning Sequence overview – Students explore the climate, natural vegetation and native animals of places in Australia and Asia. They examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples. For teaching and learning of this KLA, school resourcing will be allocated for each stage with 2/30.

SCIENCE & TECHNOLOGY

Design Production: Learning sequence overview –Students will complete a design and production investigative task.

STEM Task:

Stage 1: How we can invent an outside game that can be played in both the winter and summer seasons.

Stage 2: design a solution to an authentic problem by creating a system that monitors or protects a small Australian native animal.

For teaching and learning of this KLA, school resourcing will be allocated for each stage with 2/30

School Vision



Quality Education, promoting student growth and success





How we Communicate

REDHEAD PUBLIC SCHOOL COMMUNICATION AGREEMENTS

Contact Us

Phone: (02) 4944 7215

Email: redhead-p.school@det.nsw.edu.au



The best education happens when schools and families work in partnership together using effective communication. At Redhead PS, we promote clear communication channels to best serve our school community.effective communication.

How we communicate with you

School Newsletter

The newsletter is released twice a term and contains important information about school events.

Facebook

School celebrations, successes and reminders are shared publicly via Facebook.

School Bytes

Is our main portal for communication. Communication about events and excursions will be conveyed via this platform. Permission notes and payments are made through the parent portal. Student reports can also be accessed via School Bytes.

Phone call

Teachers and office staff will call you directly for any prompt communication that needs to be shared in a timely manner.

How you can communicate with us

School Email

Email the school with any questions or concerns with Att: teachers name, so it can be forwarded on. Please refrain from emailing teachers directly.

Phone call

For urgent or pressing matters, please call the office directly to assist you with your situation.

School Bytes App

Please download this app to your device and allow for notifications.

Interview / meeting

Formal parent/teacher interviews are held annually. However, a parent can request to speak with a teacher anytime throughout the year by phoning or emailing to organise a suitable time.

Communication Etiquette is a given at RPS as we respectfully continue to engage with each other



Uniform Expectations



Uniform Code for Students

Redhead Public School

High Expectations

Girls Summer Uniform

Option 1

- school navy skorts or school navy shorts
- school polo
- black shoes
- white socks
- school bucket or wide brimmed hat
- school jacket (on cold days)

Option 2

- Summer tunic
- black shoes
- white socks
- school bucket or wide brimmed hat
- school jacket (on cold days)

Boys Summer Uniform

- school navy shorts
- school polo
- black shoes
- white socks
- school bucket or wide brimmed hat
- school jacket (on cold days)



Girls Winter Uniform

Option 1

- school track pants
- school jacket
- school polo
- black shoes
- white socks
- school bucket or wide brimmed hat
- navy scarf (optional)

Option 2

- summer tunic
- navy stockings
- school jacket
- black shoes
- white socks
- school bucket or wide brimmed hat
- navy scarf (optional)

Boys Winter Uniform

- school navy track pants
- school polo
- school jacket
- black shoes
- white socks
- school bucket or wide brimmed hat
- navy scarf (optional)



Sports Uniform

Only to be worn on sports day and sporting events

Girls

- school navy skorts or school navy shorts
- school sport polo
- white sport shoes
- white socks
- school bucket or wide brimmed hat
- school jacket (on cold days)
- school navy track pants (on cold days)

Boys

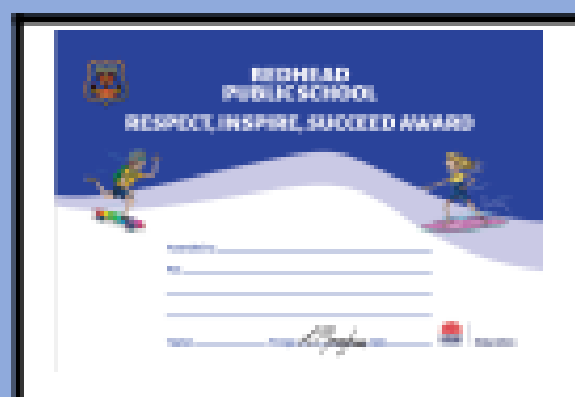
- school navy shorts
- school sport polo
- white sport shoes
- white socks
- school bucket or wide brimmed hat
- school jacket (on cold days)
- school navy track pants (on cold days)

Award System



Redhead Public School

Student Awards

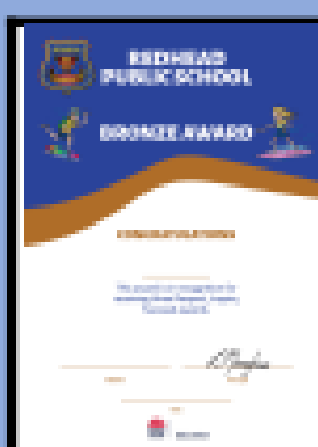


Respect, Inspire, Succeed Awards

A teacher sees a student following our school high expectations.

Awards given at fortnightly assemblies.

After receiving 3 Respect, Inspire, Succeed Awards



Bronze Award

Presented at our Termly Respect, Inspire, Succeed Assembly

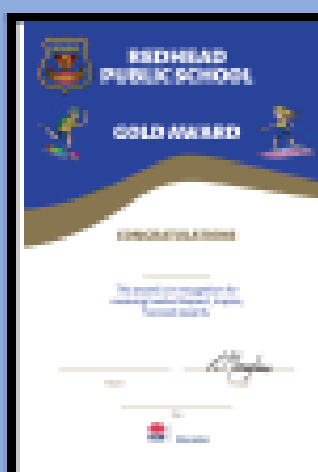
After receiving 7 Respect, Inspire, Succeed Awards



Silver Award

Presented at our Termly Respect, Inspire, Succeed Assembly

After receiving 12 Respect, Inspire, Succeed Awards



Gold Award

Presented at our Termly Respect, Inspire, Succeed Assembly

Attendance



Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier, and your child will build and maintain friendships with other children. Children are required by law to attend school each day the school is open.

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence.

Class rolls are marked daily, first thing in the morning. If your child is marked absent an SMS is sent. Please reply to the SMS with a clear explanation of the absence.

Late arrivals and early departures are registered as a partial absence. Students arriving late need to be accompanied by a parent/carer, report to the office and obtain a slip that is then handed to the class teacher. Parents/carers of students who need to leave early are to report to the office and their child will be called to the office to meet their parent/carer.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens, the principal will discuss their decision with you and the reasons why. Principals may request medical certificates or other documentation when frequent or long-term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

<https://policies.education.nsw.gov.au/policy-library/policies/school-attendance-policy>

In the best interests of the school, we request parents/carers to keep sick and recuperating children at home until they are well enough to be able to participate in the normal lessons.

You can keep a track of your child's attendance on the School Bytes parent app.



Bring Your Own Device



TECHNOLOGY EXPECTATIONS

Respect

Follow instructions
Be respectful of others' learning
Be respectful others' property

Inspire

Use electronic devices appropriately
Be a productive, positive and proactive learner

Succeed

Bring all necessary equipment to class
Use electronic devices appropriately
Use electronic devices for learning tasks

