

# Meet the Teacher Night 2019

Year 5 and Year 6

# Classes

□ Stage 3 Assistant Principal – Mrs Wilson

\*5/6B – Mr Bailey 28

\*5J– Mr Johnson 15

\*5/6L – Miss Li 27

\*5/6S - Mrs Small 28

\*5/6W – Mrs Wilson 30

# Specialty Teachers

Physical Education

Mr Hurkett

Library

Mrs Karevksi/Miss Findlater

EALD

Miss Lisa Sin

Learning and Support

Mrs Belinda Ramrakha

School Councillor

Mrs Viv Karas

# Extra Curricular Activities

- \*Music Lessons and Bands

- \*Chess Club

- \*Art Club

- \*Dance Group

- \*Choir

# Sport

Summer Terms 1 & 4	Winter - Terms 1, 2 & 3
<ul style="list-style-type: none"><li>*PSSA T-Ball</li><li>*Softball Yr 5&amp;6</li><li>*PSSA Newcombe Ball</li><li>*Volleyball Yr 5 &amp;6</li><li>*PSSA Cricket</li><li>*Environment Group</li><li>*School Sport</li></ul>	<ul style="list-style-type: none"><li>*PSSA Netball (girls only)</li><li>*PSSA Football (Soccer)</li><li>*PSSA AFL</li><li>*PSSA Tiger Tag</li><li>*Yr 5&amp;6</li><li>*Environment Group</li><li>*School Sport</li></ul>

# Reminders

- \*Food
- \*Awareness of the needs of others
- \*Canteen – Flexi Schools
- \*Carparks
- \*Use of footpaths/safety
- \*Medications
  - \*Kept at the office, note with dosage, from a doctor if prescription
- \*Absences and Extended Leave
  - \*Extended Leave form required if more than 5 days
- \*Kiss and Ride
- \*School Website and App

# Payments

Silver Mail Slot in Office

\*Or Online via School Website

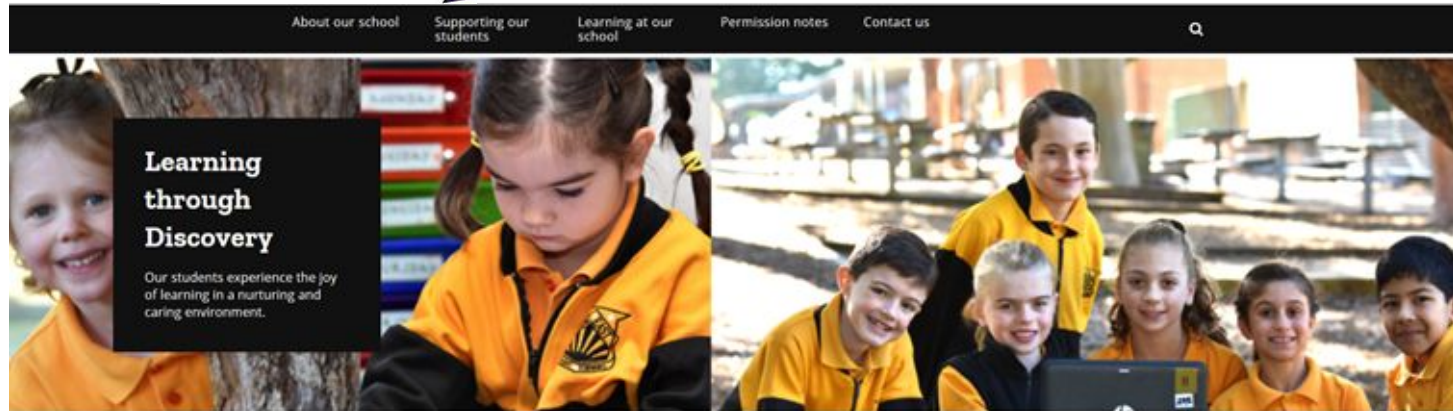
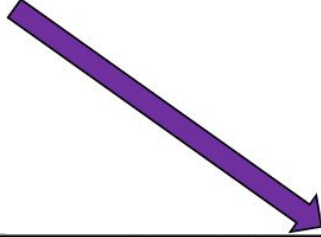


P & C Yellow Box in Office

\*Or Online via FlexiSchools



# Keeping up to Date



## Upcoming events

[Go to all events](#)

**Mon**  
**18**  
FEB

**Meet the Teacher**  
18 February 5:30-7:30 PM  
Ryde East Public School  
Meet the Teacher evening will

**Wed**  
**20**  
FEB

**Swimming Carnival Years 3-6**  
20 February All day  
Ryde Aquatic Leisure Centre on Vic.

**Wed**  
**27**  
FEB

**P & C Meeting**  
27 February 7:00-9:00 PM  
Ryde East Public School  
P & C Meeting





# Concerns

- \*If you have any concerns, please contact your child's teacher via a note, or an email to the school
- \*If this matter needs further attention, it will then be referred to Mrs Wilson Assistant Principal of the Stage
- \*The matter may be referred to Miss Brett (Deputy Principal) or Ms Verinder (Principal) should this be necessary

# Upcoming Events

## **Term 1**

- \*Swimming Carnival – Wednesday 20 February
- \*Splash and Dash Colour Run – Wednesday 10 April
- \*Parent/Teacher Interviews – Week 11 – Bookings made via our Sentral Parent Portal

## **Term 2**

- \*NAPLAN 2019 for Years 3 and 5
- \*Term 2 Week 3 – 14<sup>th</sup> to 16<sup>th</sup> May
- \*Language Conventions/Writing, Reading and Numeracy

# Upcoming Events

## **Term 3**

- \*School Photos – Week 1 Term 3 - Wed 24 July and 26
- \*School Art Show – Term 3 Week 3
- \* Canberra Excursion - Week 10, 23rd, 24th and 25th September

# Crunch and Sip

In conjunction with our encouragement to live life well at Ryde East, we are implementing this program as an easy way to help our kids stay happy and healthy!

What is Crunch&Sip?

# 6 tips

## to increase fruit and vegetables at home

- 1. Be a role model**  
Let your kids see you enjoying fruit, vegetables and water.
- 2. Get the kids involved**  
Grow, shop and cook with your kids. They're more likely to eat something they've helped prepare.
- 3. Make it accessible**  
At home, keep ready to eat fruit and vegetables in easy to see and reach places. For example, place a fruit bowl on the counter and have ready chopped veggie sticks or fruit at kids' eye level in the fridge.
- 4. Try Crunch&Sip® at home**  
Make time on weekends or during school holidays for a quick snack of fruit or veggies.



- 5. Keep trying!**  
Kids might need to be offered new foods up to ten times before they try them, so don't give up if a new food is rejected first time!
- 6. Include it in every meal**  
Think about how you can add vegetables to all your meals. For instance, add grated vegetables such as carrot and zucchini to bolognese, shepherds pie, pasta sauce and burger patties.

# Crunch&Sip®

## Information for parents

### What is Crunch&Sip®?

Crunch&Sip® is a primary school program where children crunch on fruit and/or vegetables and sip water at a set time during class every day.

### Why it matters:

Crunch&Sip® encourages children to choose fruit and vegetables as a snack and water as a drink. It enables them to 'refuel' and rehydrate, which helps improve concentration and mental and physical performance. Children rarely drink enough water and often forget to drink unless reminded, which can cause headaches and irritability. Crunch&Sip® gives them the opportunity to drink water, avoiding dehydration.

Crunch&Sip® helps ensure the fruit or vegetables you pack are eaten when they otherwise may not be. It is a great opportunity to promote vegetables as research shows children don't eat enough veggies, whereas they often eat enough fruit. Fruit and vegetables provide vital nutrients for kids, which are important for good health, both now and in the future.

### What you need to do:

Send your child to school with a water bottle and some fruit or vegetables so they can participate in Crunch&Sip®. The fruit or vegetables need to be ready to eat in the classroom. See overleaf for suggestions.



# what to pack

## A bottle of plain water

When it comes to thirst, choose water first! Give your child a bottle of water to take to school every day.



## A whole piece of fruit or veg

Choose an easy to eat fruit or vegetable that isn't messy, such as a carrot, apple, mandarin or banana.



## Several whole, smaller fruit or veg

Use a container or bag to pack snow peas, corn, mushrooms, strawberries or grapes, for example.



# for Crunch&Sip®

here are some examples

## Chopped fruit or veg

Pack a container of bite sized pieces of fruit or vegetables such as watermelon, mango, broccoli or cauliflower. If needed, remember to include a fork or spoon to avoid sticky fingers.



## Veggie sticks

Cucumber, capsicum, celery and carrot are great options.



## Canned fruit

Fresh fruit and veg are best, but fruit canned in water or natural juice is OK **every now and then.**



## Dried fruit

For example, apple, mango, apricots or sultanas, **a maximum of once a week.**



## Helpful tips for Crunch&Sip®

**1** Only fruit and vegetables are suitable for Crunch&Sip®. The following are NOT suitable: fruit juice; fruit products such as roll-ups, leathers or straps; potato or veggie chips; olives; fruit canned in syrup; popcorn.

**2** Crunch&Sip® is a good opportunity to encourage your child to eat a variety of fruit and vegetables. Variety packs look great and are a good way to introduce new fruit and vegetables alongside more familiar or accepted ones.

**3** Make sure whatever you pack is a suitable amount for your child and ready for them to eat. No chopping or preparing can be done at school. Include a fork or spoon when needed.

**4** Prepare Crunch&Sip® snacks in advance. Plan for the week ahead by chopping all the snacks needed for Crunch&Sip® at one time. Or, simply cut extra vegetables when preparing dinner the night before.

**5** Crunch&Sip® is an excellent opportunity to encourage vegetables. Research shows that most kids eat enough fruit, but they need to increase the amount of vegetables they eat every day. Raw veggies make a great snack for Crunch&Sip®.

**6** Dried fruit should only be eaten occasionally, such as a maximum of once a week, as it sticks to teeth increasing the risk of tooth decay. Encourage your child to swish water around their mouth after eating dried fruit to help prevent tooth decay.



# RESPECTFUL



Follow instructions

Speak and listen politely to others

Care for property



# ENGAGED



Active listening

Be ready to learn

Participate in all tasks



# SAFE



Keep your hands and feet to yourself

Right place, right time

Use equipment safely



# PERSONAL BEST

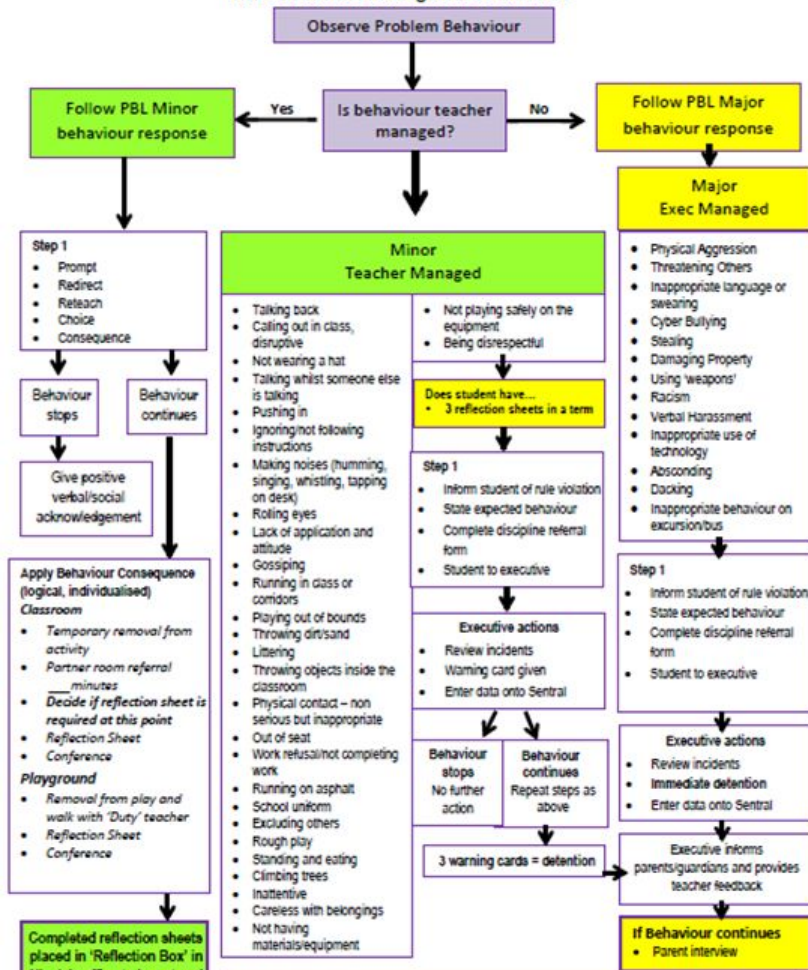


Take responsibility for learning

Always do your best

Be proud of your achievements

## REPS Behaviour Management Flowchart



Student Name: \_\_\_\_\_ Class: \_\_\_\_\_ Place: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Lesson: \_\_\_\_\_

What happened/What I did \_\_\_\_\_

Avoid / Gain (circle one) \_\_\_\_\_

What I should have done \_\_\_\_\_

Entered into Sentral: YES / NO

**Response to ALL student problem behaviour is:**  
*Calm, consistent, brief, immediate, respectful, and private*







# Galaxy

To \_\_\_\_\_

for \_\_\_\_\_







Signed \_\_\_\_\_ Date \_\_\_\_\_





## Gold Card System – Ryde East Public School



<p>Collect 3 galaxy cards and/or weekly awards</p> 	<p>Give to the class teacher</p> <p style="text-align: center;">=</p>	<p>A Merit Award at Assembly</p> 
<p>Collect 3 Merit Awards</p> 	<p>Place in the 'Gold Card box' in the office by the Thursday of the week before the next Gold Card Assembly</p> <p style="text-align: center;">=</p>	<p>A Gold Card Award at a Gold Card Assembly (Weeks 1, 4 and 8) A letter will be sent home (up to a week before) to indicate this award is due to be handed out</p> 
<p>Collect 3 Gold Card Awards</p> 	<p>Place in the 'Gold Card box' in the office by the Thursday of the week before the next Gold Card Assembly</p> <p style="text-align: center;">=</p>	<p>A Banner at a Gold Card Assembly (Weeks 1, 4 and 8) A letter will be sent home (up to a week before) to indicate this award is due to be handed out</p> 

# Parent volunteers

If you are going to volunteer for any school activity, you will need to complete a form called an Appendix 15 and attend the office with 100 points of identification. Forms are available at the back of the hall or can be collected from the office.

# Homework

- \*Homework is not compulsory as per departmental policy therefore no consequences or rewards will be given for the completion of homework
- \*Homework will be given on a weekly rotation from Thursday-Thursday
- \*Homework will be sighted by the classroom teachers but no extensive marking will occur
- \*In addition to weekly homework students in Stage 2 and 3 students may be required to undertake research, projects, speeches and pre-readings related to topics studied in class. We will encourage all students to complete these tasks.
- \*We recommend that no more than 30 minutes should be spent each night on homework.

# Information about homework

\*Each week students will be given a grid for homework,

\*It will include activities that are **expected** to be completed and others that are **optional**

Grid activities may include:

\*Online subscriptions eg. Mathletics and/or Literacy Planet - revising concepts covered in class

\*Home Reading

\*Writing tasks

\*Activities linked to Google Classroom

\*Pre –reading in preparation for topics

- Maths challenges and activities

- Spelling activities

- PDHPE and or Creative Arts

- General Knowledge or current events

## Stage 3 Homework Grid – Term 1 2018

- Select only **ONE** blue grid to complete **in your homework book** as a **COMPULSORY** activity each week.
  - You may select one other white grid as an **OPTIONAL** activity for the week.
- You can select the order you complete the activities but all blue activities **MUST** be completed by the end of Term 1.
  - Record the date on the grid when you have completed it.

<p style="text-align: center;"><b>English 1</b></p> <p>Add three adjectives to make a vivid description. The ____, ____ and ____ holiday destination was our dream destination.</p>	<p style="text-align: center;"><b>English 2</b></p> <p>Use their, they're and there in three different sentences.</p>	<p style="text-align: center;"><b>English 3</b></p> <p>Use wear, we're and where in three different sentences.</p>	<p style="text-align: center;"><b>English 4</b></p> <p style="text-align: center;">Use at least 10 spelling words to create a crossword.</p>	<p style="text-align: center;"><b>English 5</b></p> <p>Choose any FIVE of your spelling words and write them in sentences using alliteration.</p>
<p style="text-align: center;"><b>English 6</b></p> <p>Research 10 different idioms and record their meanings and origins.</p>	<p style="text-align: center;"><b>English 7</b></p> <p>Create a simile AND a metaphor about a friend.</p>	<p style="text-align: center;"><b>PDHPE 1</b></p> <p>Do an outdoor activity for at least 30 minutes this week. Explain the warm up, activity and cool down you completed.</p>	<p style="text-align: center;"><b>PDHPE 2</b></p> <p>Learn a sentence in another language to share with your class.</p>	<p style="text-align: center;"><b>PDHPE 3</b></p> <p>Create 5 rules that can apply to any sporting activity. Draft an email in your book to a fictional sport coach explaining why they are important.</p>
<p style="text-align: center;"><b>Mathematics 1</b></p> <p>Compare the advantages and disadvantages to using cash and credit cards to make purchases.</p>	<p style="text-align: center;"><b>Mathematics 2</b></p> <p>Your answer is 409. Come up with one question for each of the four operations.</p>	<p style="text-align: center;"><b>Mathematics 3</b></p> <p>Convert to a decimal.</p> <ol style="list-style-type: none"> <li>1. <math>413/1000 = \underline{\hspace{2cm}}</math></li> <li>2. <math>7/100 = \underline{\hspace{2cm}}</math></li> <li>3. <math>63/100 = \underline{\hspace{2cm}}</math></li> <li>4. <math>98/1000 = \underline{\hspace{2cm}}</math></li> </ol>	<p style="text-align: center;"><b>Mathematics 4</b></p> <p>Convert to 24-hour time.</p> <ol style="list-style-type: none"> <li>1. 11:00pm = <math>\underline{\hspace{2cm}}</math></li> <li>2. 10:30am = <math>\underline{\hspace{2cm}}</math></li> <li>3. 6:00pm = <math>\underline{\hspace{2cm}}</math></li> <li>4. 4:30am = <math>\underline{\hspace{2cm}}</math></li> </ol>	<p style="text-align: center;"><b>Mathematic 5</b></p> <p>Draw a map of how to get from your house to school. Try to use as much detail as possible and then explain step by step in words.</p>
<p style="text-align: center;"><b>Australian History 1</b></p> <p>Why were convicts transported to Australia?</p> <p style="text-align: center;">Write at least one paragraph.</p>	<p style="text-align: center;"><b>Australian History 2</b></p> <p style="text-align: center;">Where was Van Diemen's land and what was the reason for the establishment of the British colony? Write at least half a page.</p>	<p style="text-align: center;"><b>Australian History 3</b></p> <p>Write half a page from the perspective of a child in Colonial Australia.</p>	<p style="text-align: center;"><b>Visual Arts 1</b></p> <p>Visually represent the clothing worn during Colonial times and the clothing of the 21<sup>st</sup> Century.</p>	<p style="text-align: center;"><b>Visual Arts 2</b></p> <p>Design an A4 advertisement to promote the 4 PBL values using the new mascot.</p>

# A Snapshot of What Happens in Your Child's Class - Literacy.

- Talking and Listening – impromptu speeches, debates, presenting group research projects, collaborating with peers, posing questions and responding to texts
- Writing and Representing – creating imaginative, informative and persuasive text in both digital and written form, e.g. reviews
- Reading and Viewing – reading to learn, subject specific text, e.g. articles about the environment, narratives, news articles, visual texts, Super 6 comprehension strategies
- Spelling – letter patterns, spelling rules, word origins (history of words), words associated with specific topics, e.g. weather, mathematics, technology

# A Snapshot of What Happens in Your Child's Class - Literacy.

- Responding and Composing – Analysing Poetry, Point of View, Author's Intent
- Grammar, Punctuation and Vocabulary - topic sentences to introduce the main idea of a paragraph, main clause and supporting information, adverbs. adjectives, identifying first and third person, words used to portray a meaning e.g. emotive and persuasive language, commas and apostrophes, including phrases to add detail and figurative language, e.g. metaphors, similies, idioms
- Thinking Imaginatively, Creatively, Interpretively and Critically
- Expressing Themselves
- Reflecting on Learning

# Mathematics

- Number and Algebra - Number Operations, Fractions and Decimals, Finance and Money Problems, Number Patterns
  - Measurement and Geometry - Angles, Shapes and Objects, Area, Perimeter, Time, Unit conversions, Mass, Volume and Capacity
  - Statistics and Probability - Data, Chance, Graphs
- Working Mathematically - Problem Solving, Applying Strategies



# History

## Australia as a Nation.

The development of Australia as a nation, particularly after 1901, is examined. Students explore the factors that led to Federation and experiences of democracy and citizenship over time, including the significance of Australia's British heritage, the Westminster system and other models that influenced the development of Australia's system of government and the struggles for rights and freedoms, including those of Aboriginal and Torres Strait Islander peoples. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

# Science and Technology

## Living World

Stage 3 of the Living World strand focuses on the growth and survival of living things and how their adaptations over time suit their environment. Students investigate how and why food and fibre are produced in sustainable, managed environments that enable people to grow and be healthy. This strand further develops students' knowledge and understanding of the environmental and biological sciences.

# PDHPE

- **PE - (RFF) Mr Hurkett** physical activities to refine and adapt movement skills with increased confidence and consistency
- **Health-** promote healthier food choices
- **Road Safety** promotes the need to be a safe pedestrian, road user, bike and bus safety
- **Positive Relationships** examine the influence of people and practise skills to establish and manage relationships. Students identify controllable and uncontrollable factors
- **Child protection** being safe and how to manage various situations
- **Drug Education** medications

# Creative Arts

Music - every Stage 3 class has a weekly lesson. It will be taught by Ms Elisabeth Freer as part of the release from face to face teaching(RFF)

Drama - will relate to other KLA's such as English to build confidence, speaking and collaboration skills. May be performed as an assembly item or for a smaller audience

Visual Arts - making and appreciating artworks for different audiences, assembling materials in a variety of ways represent likenesses of things in the world, leading up to the REPS Art Show

Dance -Fundamental movement skills and creative dance

# Geography

A Diverse and 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 will explore and reflect upon similarities, differences and the importance of intercultural understanding.