

Indigo Class Yr 3
Parent Information Evening
2008



Eatons Hill State School

Agenda

- Welcome/ Introductions
- Classroom Organisation
- Curriculum Overview- School Tasks
- Daily Routine
- Homework
- Behaviour Management
- Assessment and Reporting
- Parental Roles and Concerns
- Question Time

Classroom Organisation

Indigo Classroom is a double teaching space, facilitated by two teachers. The students will move throughout the space and have alternative seating positions and teachers in accordance with allocated curriculum groups.

Curriculum groups such as Numeracy and Literacy are allocated according to individual student ability. This caters for the unique needs of students as instruction and activities will be tailored to particular ability levels. This system also fosters an environment that respects individual differences and increases self-esteem.

During School Tasks incorporating Science, Art, Drama, Studies of Society and Environment, Health and Fitness and Information Technology, students will be working in multi-ability groups of 2-4. This encourages crucial skills such as teamwork, cooperation and collaboration.

Students will also work in home groups (Roll list) for areas such as Handwriting, Silent reading, Physical Education and Music.

Curriculum Overview/School Tasks

Our daily curriculum is divided into the following areas:

Literacy- Reading and Writing (Spelling and Grammar);

Numeracy- Number, Patterns and Algebra, Measurement, Chance and Data and Space;

School Tasks- Are common curriculum tasks that each year level/s explore and involve cross-curricula areas: Science, Art, Drama, Studies of Society and Environment, Health and Fitness, Information Technology;

Year 3 School Tasks:

1. Students will explore the global community beginning with themselves and expanding to encompass a specific culture from around the world.

They will participate in related learning experiences focussing on the social and cultural aspects of a traditional art form.

They will exhibit knowledge through the medium of an individual or group webpage.

2. Students will view, read and listen to a variety of fiction stories. They will analyse characters, settings and themes, incorporating their own experiences.

They will then present their ideas in a dramatic performance using a selected combination of the arts.

3. Students explore ways of maintaining good health, which promotes positive lifestyle choices. They will participate in a physical activity, collate and analyse personal fitness data.

4. Students will investigate an area of environmental concern. They will use this investigation to take constructive action and create a persuasive and informative multimedia presentation.

Indigo Class Daily Routine- Term 1, 2008

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.15	Roll, jobs, messages	Roll, jobs, messages	Roll, jobs, messages	Roll, jobs, messages	Roll, jobs, messages
9.15-11.00	<ul style="list-style-type: none"> □ Literacy 	<ul style="list-style-type: none"> □ Literacy □ Smart Moves Moves 	<ul style="list-style-type: none"> □ Literacy □ Computers 	<ul style="list-style-type: none"> □ Religious Education □ Literacy □ Smart Moves 	<ul style="list-style-type: none"> □ PE/Music □ Finishing Time
11.00-11.45	1 st Break	1 st Break	1 st Break	1 st Break	1 st Break
11.45-1.30	<ul style="list-style-type: none"> □ Silent Reading □ Mathematics 	<ul style="list-style-type: none"> □ Handwriting □ Mathematics 	<ul style="list-style-type: none"> □ Silent Reading □ Mathematics 	<ul style="list-style-type: none"> □ Handwriting □ Mathematics 	<ul style="list-style-type: none"> □ Silent Reading □ Spelling/ Homework □ Library/ School Tasks
1.30-2.00	2 nd Break	2 nd Break	2 nd Break	2 nd Break	2 nd Break
2.00-3.00	<ul style="list-style-type: none"> □ Smart Moves 	<ul style="list-style-type: none"> □ School Tasks 	<ul style="list-style-type: none"> □ Fitness/ Health 	<ul style="list-style-type: none"> □ School Tasks 	<ul style="list-style-type: none"> □ School Tasks

Homework

There are two components of weekly homework:

1. Nightly Reading Text

Students are required to read each night. Leveled reading texts will be borrowed from the Library daily or twice weekly (if reading chapter books). Teachers will be testing students twice a term to determine book level suitability. To ensure that students are reading each night as part of their homework, parents are asked to sign the table on the homework sheet.

2. Weekly Homework sheet

Each Friday students will be given a homework sheet that they will glue into their homework book. Homework sheets are given in accordance to mathematics groups, as the content is appropriate to the weekly mathematics program. Students will copy their weekly spelling words on their sheet. Homework books are kept in the student's home folders, taken home each night and returned to the class each day.

Homework is due the following Friday and will be marked first thing in the morning. If students forget homework or have not completed their sheet, they will be required to stay in during playtime to complete a new homework sheet. Spelling testing will also occur Fridays.

Behaviour Management

Positive Behaviour Strategy:

Rewarding on-task and model behaviour encourages student self-monitoring and responsible choice making. Students accumulate stars on a class chart. Once a line of stars is achieved, the students may choose a prize (stationery goods) from the class prize box. At different times during the week, students may also receive certificates for various responsible behaviour choices.

Negative Behaviour Strategy:

At certain times, it may be required that students receive warnings and then time-out for continual disruptive +time-out may occur within the classroom or in a neighbouring classroom. Significant or ongoing disruptive or defiant behaviour will involve contacting the student's parents and school Deputy Principal, as well as details of the behaviour documented in school data records.

Assessment and Reporting

Assessment is ongoing throughout the year and administered in many forms. Teachers continually observe student progress and make a range of anecdotal notes from these observations. There will also be end of term Mathematics and Literacy assessment to support observations and to ascertain student comprehension.

Phase assessment is an ongoing process and is in response to individual progress in the areas of Reading, Writing and Number.

State Literacy and Numeracy Year 3 Testing has been moved to May in 2008. Students will receive maximal support and preparation in lead up to the tests. Results are not provided until the end of the school year.

Written whole-school reporting occurs at the end of Term 2 and Term 4. These are supported by Teacher-Parent interviews. Interview schedules are to be determined by individual classes.

If you wish to meet in order to discuss your child's progress or in regard to any particular issue, please contact us for an interview-

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