



Truganina  
College

# Community Engagement- Supporting Your Child's Learning

27<sup>th</sup> March 2018

# Introduction and Welcome



**Nicole O'Brien**

Director of Teaching and Learning Excellence, Foundation – 9  
Year 3 Assistant Principal



**Helene Refuerzo**

Year 7- 9 Secondary School Assistant Principal



**Justine Ryan**

Year 4-6 Assistant Principal – Teaching And Learning Excellence

# Teaching and Learning Team 7



**Edwin Lim**  
P.E and Health Teacher  
Homeroom Teacher 7A



**Hulya Tanyolacar**  
Maths and Science Teacher  
Homeroom Teacher 7D



**Tania Fota**  
Spanish Teacher  
Homeroom Teacher 7B



**Connie Vakaloudis**  
English and Humanities Teacher  
Year 7 Coordinator



**Kellie Hindmarch**  
English and Humanities Teacher  
Homeroom Teacher 7C

# Teaching and Learning Team 5



**Jessie Patterson**

Teaching and Learning Team  
Leader

Classroom teacher 5 C



**Evelyn Tay**

Classroom Teacher 5B



**Lucy Buncle**

Levelled Literacy Intervention  
Classroom Teacher 5/6 A and  
5A



**Courtney Hodgson**

Leading Teacher-Student  
Success Coordinator

Classroom Teacher 5/6A



**Sadia Toqeer**

Leading Teacher -Educational  
Leadership and Community  
Engagement in Learning

Classroom Teacher 5A



# School Purpose Statement

Our school community is one with high expectations. We are collaborative and inclusive of all. We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.

## **School Motto**

Inspiring Excellence in Learning to  
Believe, Achieve and Succeed.

# College Expectations - Attendance



How many days of school has your child been absent this semester?

- + 0-6 Days: This is within a normal range. A child with this attendance rate is able to take full advantage of the teaching and learning opportunities available to them.
- + 7-10 Days: This attendance rate is below average. A child with this attendance could miss over one year of schooling between prep and year 10.
- + 11-20 Days: This is a poor attendance rate. A child with this attendance rate could miss up to two years of schooling between prep and year 10.
- + 20+ Days: This is a very poor attendance rate. A child with this attendance rate could miss over two and a half years of schooling between prep and year 10.

# College Expectations - Attendance



If your child is sick and cannot come to school you need to contact the school:

- + Phone the office.
- + Send an email.
- + Write a letter.
- + Write a note in the student planner.



# School Values



## Learning Spaces

## Break times

## Toilets

## Canteen

### We are Learners

- Whole Body Listen
- Follow teacher instructions
- Productive working voices
- Seek help when needed
- Use learning time productively

- Line up when the music starts
- Play in your designated area
- Take turns on the playground
- Use technology at designated times

- Gain permission from a teacher
- Be quiet
- Spend less time in the toilets
- Use the closest toilet to your learning area

- Ensure you have enough money
- Count your money
- Speak clearly when ordering

### We are Respectful

- Keep learning spaces neat and tidy
- Allow others to learn
- Look after materials and resources
- Be open to others' opinions and ideas
- Care for school property

- Right words, right place
- Be inclusive
- Care for nature
- Hands and feet to yourself
- Use kind words

- Wait your turn
- Be clean and tidy
- Give others' privacy

- Line up in an orderly manner
- Use your manners
- Wait in the correct line

### We are Responsible

- Take care of belongings
- Work towards learning goals
- Be organised
- Be ready to learn
- Focus on learning
- Remain on task

- Put rubbish in bins
- Seek help from a yard duty teacher
- Walk around corners and in narrow spaces
- Wear SunSmart hats
- Play safely

- Use toilet paper and soap for its purpose
- Report any concerns
- Turn off the tap
- Flush the toilet after use
- Wash your hands

- Use your money on yourself
- Take change home
- Look after your money

### We are Resilient

- Listen to and use feedback
- Learn from your mistakes
- Challenge yourself
- Work together

- Show good sportsmanship
- Think before you act
- Cooperate with others
- Be open to new friendships

- Be independent
- Use toilets in break times

- Accept how much you have to spend
- Accept the food choices available to you
- Be patient



# iPads

## + Responsible Digital Citizenship Grid

	I tell an adult if there is <b>anything digital</b> I see or hear that I am unsure about.	I tell an adult if there is <b>anything digital</b> I feel unsure about.	I tell an adult if there is <b>anything digital</b> I see that I am unsure about.	I tell an adult if there is <b>anything digital</b> I have posted, that I am now unsure about.		
My dock has my classroom's agreed apps in it.	If I observe someone behaving inappropriately, I will tell an adult immediately.	I ask an adult if I am unsure about a digital environment and content.	If I see something inappropriate, I will tell an adult immediately.	I refer to the 'Before you share, THINK'	I will remove my accessories if a decision is made about them being inappropriate.	I do not share my personal information with others. <ul style="list-style-type: none"> <li>• Full Name</li> <li>• Home address</li> <li>• Phone Number</li> <li>• School Address</li> <li>• Email</li> <li>• Passwords</li> <li>• Birthdate</li> <li>• Age</li> </ul>
My other pages have home apps only.	I can turn the screen off or use the 'back' or 'home' button if I see/hear something inappropriate.	My iPad is kept in my tub when I am not using it.	My iPad is 100% charged when I arrive at school each day.		I am responsible for all extra accessories that are brought to school.	
My front page has school apps only.	In the photo album app - I have an album for Science.	When traveling to and from school, my iPad has a safe place in my bag.	My apps are downloaded and updated at home.		All accessories are labeled with my first and last name.	
I have set up an area at home to charge my iPad every night.	In the photo album app - I have an album for Maths.	I keep my iPad away from food and drink.	My iPad is my own, I do not share it at school.	I use my iPad as required. It is a tool for learning.	At school, I use school apps only. These are found on my front page.	Under no circumstances do I access family accounts at school.
My iPad has a cover.	In the photo album app - I have an album for Reading.	I hold my iPad with two hands when I am waking.	I engage in digital environments with permission from an adult.	The media I use in a digital environment is positive and respectful.	I will close down all apps and pages when I have finished using them.	I access age appropriate digital environments. EG: Facebook requires you to be 13 years or older before you can create an account.
	In the photo album app - I have an album for Writing.	I walk with my iPad.	I must have permission from those I want present in my digital media.			
I have my own school photo as my wallpaper.	My iPad has appropriate digital media on it.	I take my iPad home every day.	I keep my password private.	The language I use in a digital environment is positive and respectful.	My iPad charger remains at home.	I reference the information I collect from digital resources.
<b>iPad Set Up</b>	<b>Digital Media</b> Photographs, Sound, Video	<b>Being a safe Digital Citizen</b>	<b>Being a Responsible Digital Citizen</b>	<b>Digital Footprint &amp; Digital Diet</b>	<b>Apps, Accessories and Accessibility</b>	<b>Legal Requirements</b>
<b>Responsible Digital Citizenship – Getting iPad Ready</b>						

# iPads

## + Responsible Digital Citizenship Grid - Logical Consequences

Replace and arrange front page with class apps.	Inappropriate media? I lose the right to use my iPad (iPad available to be collected by an adult).		If I see something inappropriate, I will tell an adult immediately.	I refer to the 'Before you share, THINK' poster.	I will remove my accessories if a decision is made about them being inappropriate.	I do not share my personal information with others. <ul style="list-style-type: none"> <li>• Full Name</li> <li>• Home address</li> <li>• Phone Number</li> <li>• School Address</li> <li>• Email</li> <li>• Passwords</li> <li>• Birthdate</li> <li>• Age</li> </ul>
	Inappropriate media? I lose the right to use my iPad (iPad available to be collected by an adult).	A reminder about making safe choices and being a responsible digital citizen.	iPad not taken charges an adult! Reminder written to parent/student to charge iPad each night.		I am responsible for all extra accessories that are brought to school.	
Any home apps moved to second page of iPad.	Create an album for Science.	A reminder about making safe choices and being a responsible digital citizen.	Downloading apps at school? I have lost the right to use my iPad at school.		Label accessories if found without a name.	If I do, I have lost the right to use my iPad at school.
	Create an album for Maths.	A reminder about making safe choices and being a responsible digital citizen.	Must explain why I chose to share my iPad during learning time to a staff member.	Using iPad when not appropriate? iPad put back into my cub or my bag. Reminder about appropriate times to use my iPad.	Home apps moved to another page of iPad. School apps arranged on front page.	Under no circumstances do I access family accounts at school.
			I visit a responsible digital citizen.		Using an app that is not a school app? I have lost the right to use my iPad at school.	Note/phone call made to parents. I have lost the right to use my iPad at school.
No cover? I lose the right to use my iPad at school.	Create an album for Reading.	A reminder about making safe choices and being a responsible digital citizen.	No permission from an adult? Loss of privileges to use digital environments.	Media I have used is not positive or respectful? Remove the media from the device/digital environment. I have lost the right to use my iPad at school.	I will close down of apps and pages when I have finished using them.	If accessing inappropriate digital environments at school I understand that I have lost the right to use my iPad. Phone call/note made to parents.
	Create an album for Writing.	A reminder about making safe choices and being a responsible digital citizen.	Inappropriate media? (iPad available to be collected by an adult).			
Replace current wallpaper with school photo.	Inappropriate media? I lose the right to use my iPad (iPad available to be collected by an adult).	Collect your iPad the next day at school.	Sharing passwords? Loss of privileges to use password-protected learning tools.	Language not positive or respectful in digital environments? I have lost the right to use my iPad at school.	If a charger is found it is placed in student bag and not used at school. Reminder about charges staying at home.	Haven't referenced where I found my information? A reminder about the legal rights of using iPads for learning and teaching at school.
<b>iPad set up</b>	<b>Digital Media</b> Photographs, Sound, Video	<b>Being a safe Digital Citizen</b>	<b>Being a Responsible Digital Citizen</b>	<b>Digital Footprint &amp; Digital Diet</b>	<b>Apps, Accessories and Accessibility</b>	<b>Legal Requirements</b>
<b>Responsible Digital Citizenship – Getting iPad Ready</b> <b>Logical Consequences</b>						

# Assessment

- + Purpose of ongoing assessments
- + Fountas and Pinnel -Reading
- + CARS Reading Comprehension Testing
- + Progressive Achievement Testing; Reading, Maths and Science
- + NAPLAN





# What is PAT Testing/ Progressive Achievement Test



- At Truganina College we do Online PAT testing for Reading-comprehension, Maths and Science.
- Conducted at the end of each academic year.

Teachers use this tool to:

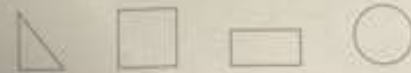
- Diagnose student learning and monitor progress over time.
- Gather information about skills and understandings in a range of key areas.
- Plan lessons based on the information.

## PRACTICE QUESTIONS

**P1** Which number is one less than 8?

- A** 6
- B** 7
- C** 8
- D** 9
- E** 10

**P2** Which one of these shapes is a triangle?



- A**
- B**
- C**
- D**

## LITTLE PENGUIN

The Little Penguin is an interesting animal. It's a bird, but it doesn't fly. It spends most of its time in the sea looking for food. The Little Penguin is well suited to swimming in the sea because it has a waterproof layer of feathers to keep its body dry.

**P1** The Little Penguin is a bird, but it doesn't

- A** fly.
- B** swim.
- C** eat fish.
- D** lay eggs.

**P2** What keeps the Little Penguin's body dry when it is in the water?

- A** a layer of fat
- B** a pair of wings
- C** a layer of feathers
- D** a pair of webbed feet

# NAPLAN 2018



- National Assessment Program – Literacy and Numeracy.
- 4 Assessments: Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.
- Completed over three days.
- Assessments are held in your child's classroom environment.
- Year 7- Calculator and non Calculator Exam time 60 minutes.
- <https://www.nap.edu.au/>



**Tuesday 15 May 2018**

Language Conventions

Writing

**Wednesday 16 May 2018**

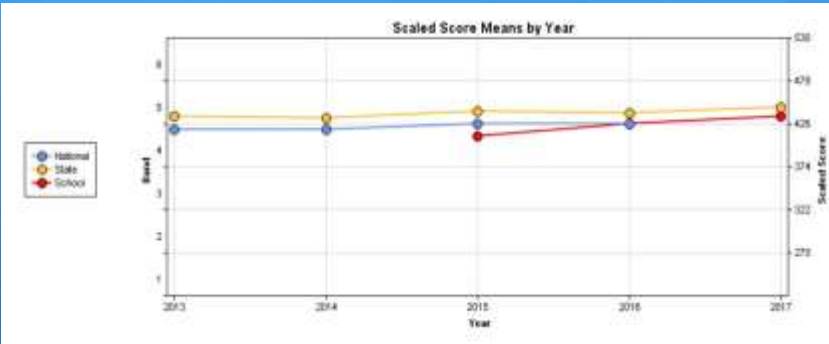
Reading

**Thursday 17 May 2018**

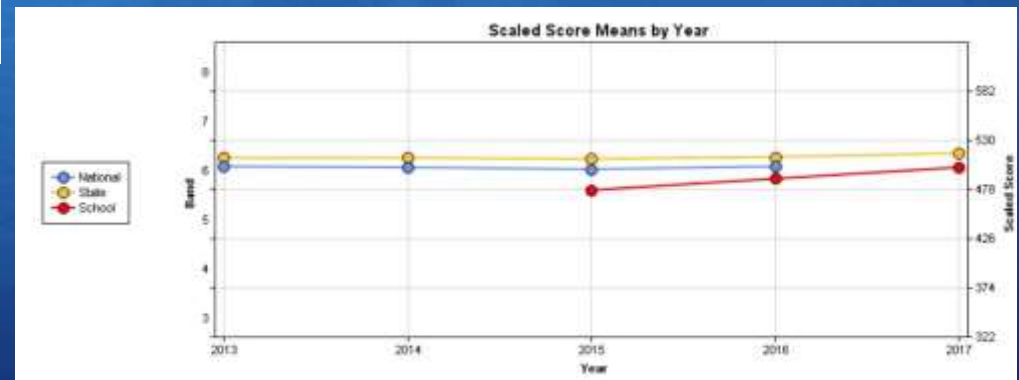
Numeracy

# 5 Year Trend Report – Year 3, 5 and 7 Reading

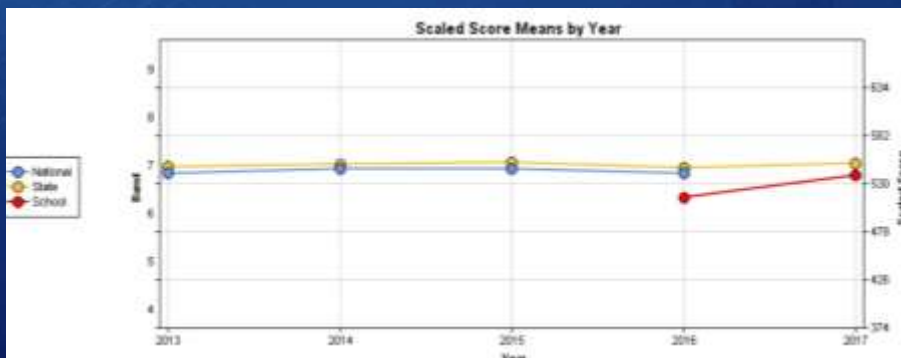
## Year 3



## Year 5



## Year 7



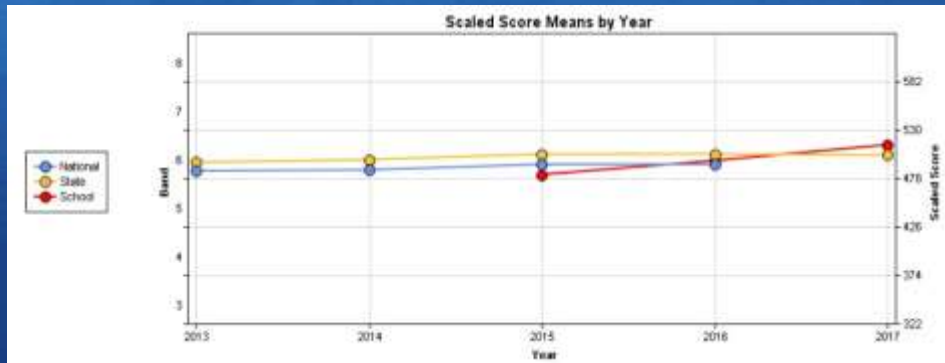


# 5 Year Trend Report – Year 3, 5 and 7 Numeracy

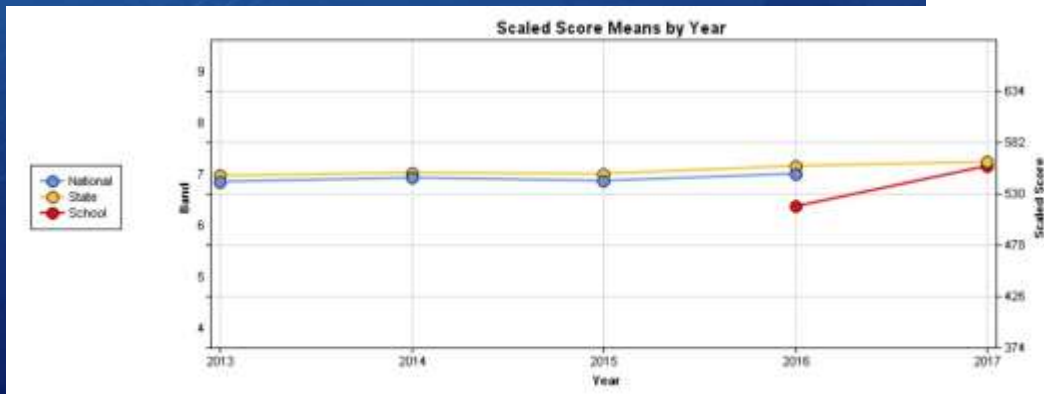
## Year 3



## Year 5

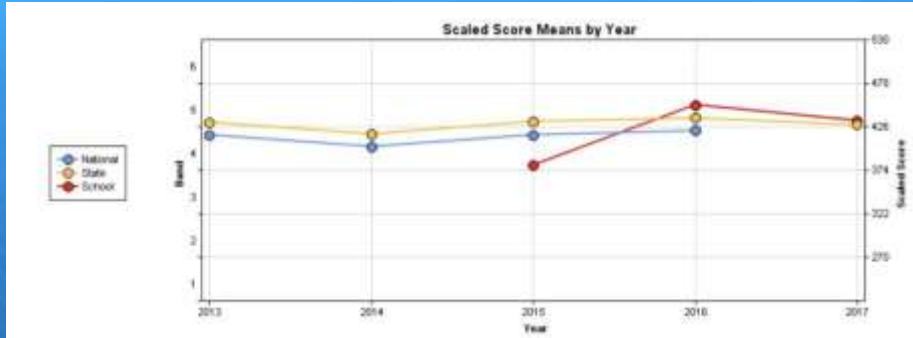


## Year 7

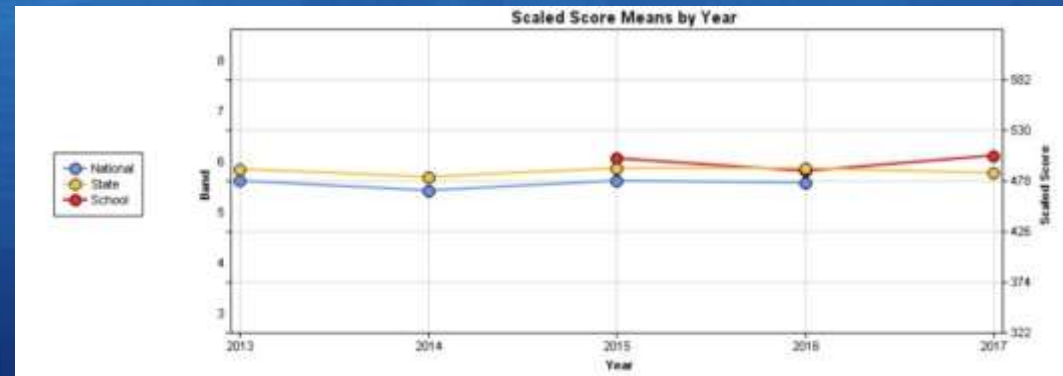


# 5 Year Trend Report – Year 3, 5 and 7 Writing

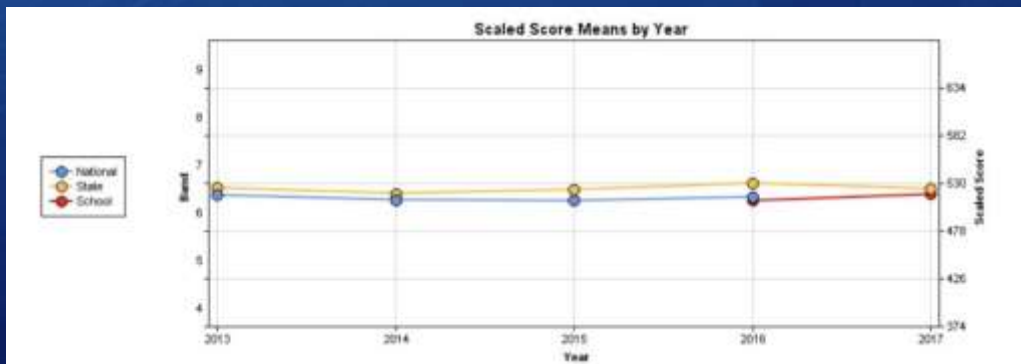
## Year 3



## Year 5

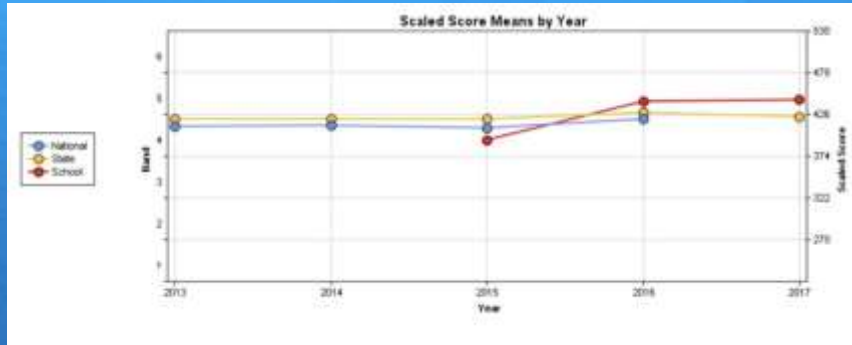


## Year 7



# 5 Year Trend Report – Year 3, 5 and 7 Spelling

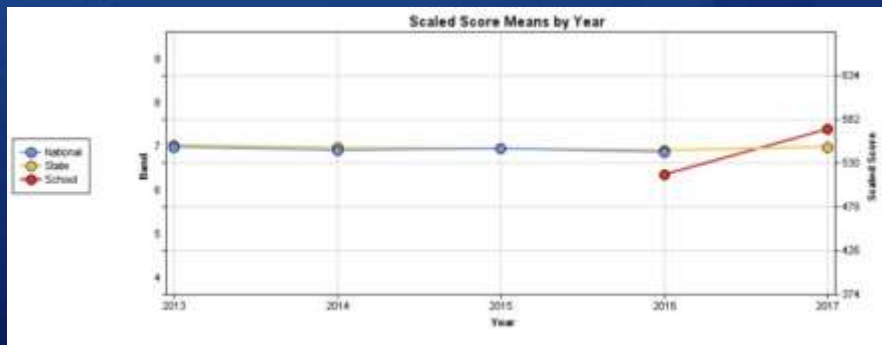
## Year 3



## Year 5

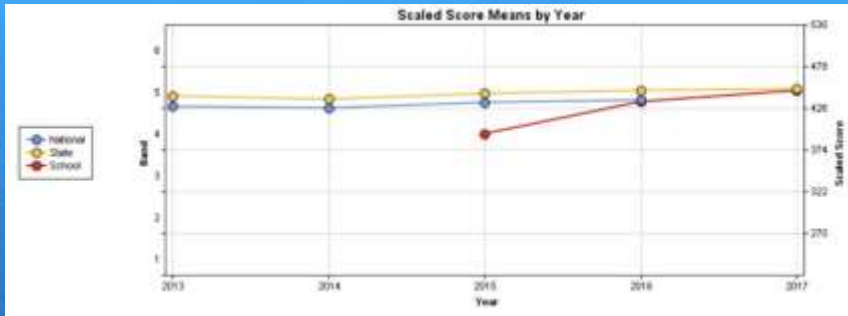


## Year 7

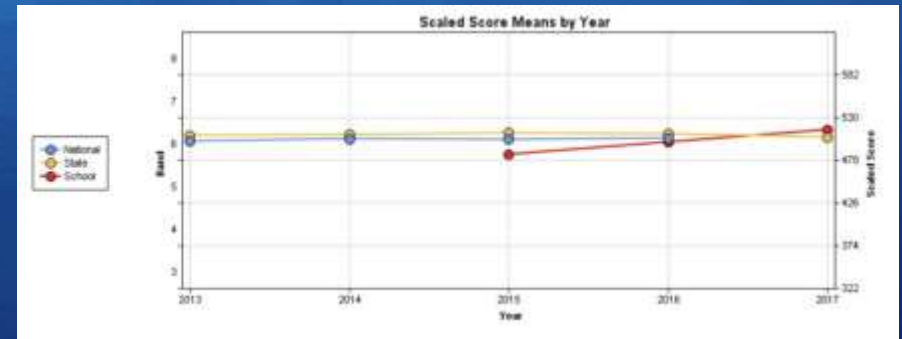


# 5 Year Trend Report – Year 3, 5 and 7 Grammar & Punctuation

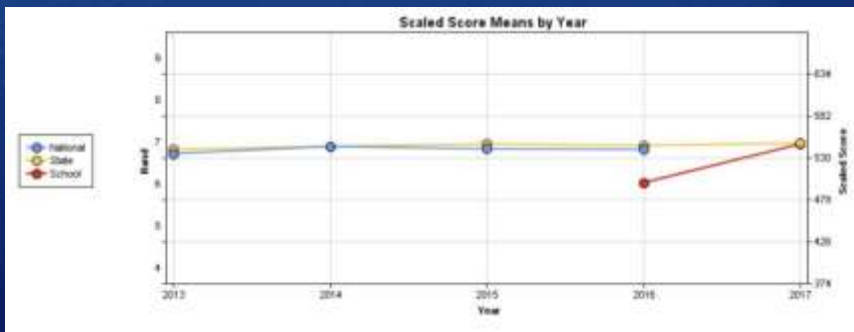
## Year 3



## Year 5



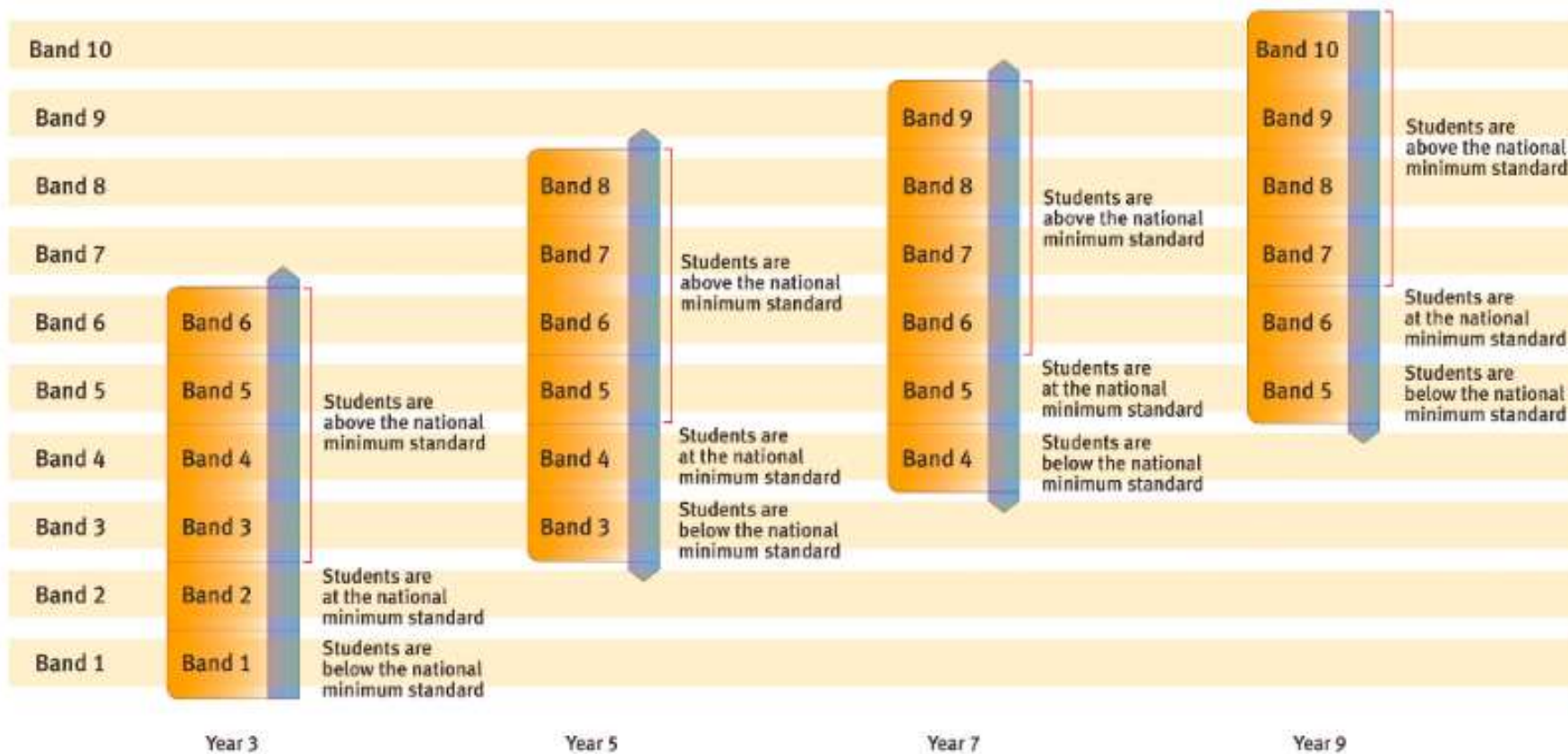
## Year 7



# NAPLAN

The minimum standards and common scales for NAPLAN results across all year levels are illustrated in the picture below:

National Assessment Program—Literacy and Numeracy National Assessment Scale



# Teaching and Learning at school and home.

NAPLAN marking criteria	
<b>Audience</b>	An internally consistent text that provides enough information for the reader to follow the text fairly easily.
<b>Text structure</b>	Text contains clearly identifiable but underdeveloped structural components. Points in paragraph are not clearly differentiated ( <i>second and third paragraphs make a similar point</i> ).
<b>Ideas</b>	Ideas are supported with some elaboration.
<b>Persuasive devices</b>	Uses more than three instances of persuasive devices: a strong statement of personal belief ( <i>I strongly believe</i> ); repetition for effect ( <i>very, very safe</i> ); figurative language ( <i>it feels like the wild</i> ); and generalisation ( <i>Animals are always safe in zoos</i> ).
<b>Vocabulary</b>	Uses mostly simple content words with several precise words ( <i>endangered, existict</i> ).
<b>Cohesion</b>	A short text that includes simple connectives ( <i>firstly, secondly</i> ); simple conjunctions ( <i>and, so, if</i> ) and correct noun/pronoun referencing ( <i>Animals ...they / Zoos... they</i> ).
<b>Paragraphing</b>	Writing is organised into paragraphs, but they are not used to develop separate ideas.

<b>Sentence structure</b>	Correct sentences are mostly simple and compound sentences. One correct complex sentence with two non-finite dependent clauses ( <i>Firstly, zoos breed to keep animals from becoming existict</i> ).
<b>Punctuation</b>	Accurate sentence level punctuation in more than four sentences. Correct use of contraction apostrophe and one correct use of possessive apostrophe.
<b>Spelling</b>	Correct spelling of simple and most common words. Difficult words ( <i>endangered, benefit</i> ) not outnumbered by incorrect difficult words ( <i>existict, believe</i> ).

Key writing skills required to become better writers.



# What is Homework?



- Complements and reinforces classroom learning.
- Designed to be completed independently with some assistance from parents.
- Fosters good lifelong learning, time management and study habits.
- Supports partnerships with parents by connecting families with the learning of their children.
- Sent home on Monday and due on a Friday.
- Exposure to a variety of tasks, questions, problem solving strategies etc.



Homework – TLT 5 and TLT 6  
Week 7, Term 1  
Due: Friday 16<sup>th</sup> March, 2018

## Reading

1. Read every night for at least **forty** minutes and record your reading in your planner. As part of recording your reading, you must include:
  - Title
  - Author
  - Length of time you read.
  - The reading comprehension strategy that you used and a comment about you using that strategy.
2. Log onto Wushka (<http://wushka.com.au>):
  - Read at least one text from your allocated box.
  - Complete the activities that come with that particular text.
  - Record the text (title and author) you read and a summary of the text in your Homework book.

## Spelling

1. Write a creative sentence for each of your spelling words. Your sentences should reflect your understanding of the meaning and correct usage of the word in a sentence.
2. Identify at least 3 new, striking or unfamiliar vocabulary and record these in your Homework book, along with the definition of each word.

## Mathematics

1. Complete the attached Maths Worksheet (other side). Show all the working out in your Homework Book.
2. Mathletics is now ready for 2018! Earn 1000 points on the tasks of your choice. Please see your teacher for an alternative task if you do not have access to Mathletics.

1. Add a quarter of an hour to this time.  +  =

2. Draw a vertical line.

3. Draw a  $2\frac{1}{2}$ -cm line and mark it as  $\overline{AB}$ .

4.  $\$10.00 - \$4.40 =$

5. 1.7, , 0.9, 0.5, 0.1

6. Write the number 10 before *twenty thousand*.

1. Add 15 minutes to this time.  +  =

2. What is the area of a grid with measures of 2 by 5?  squares

3. Write the number made by adding 1000 to *eleven thousand and ten*.

4.  $\$10.00 - \$6.30 =$

5. Draw a horizontal line.



# Supporting your child's learning at home

- + **Reading Mantra:** Remind students to apply Reading Mantra while reading the passages and ask for evidence and reasoning for their answer.
- + Read every night and record their thinking in their planners.
- + Ask questions about what they have read.
- + **Maths Mantra:** Remind your child to apply the Maths Mantra while solving maths problems.
- + Practice multiplication times table.
- + **Writing:** Encourage them to write a variety of text and develop a habit to edit and revise their own work.
- + **Homework:** Set some time every day where you can support them with completion of homework.





Let's have a go at attempting a NAPLAN style reading comprehension passage.

Year 5s will go to building 1 in their classrooms.

Year 7s will go to the Hub.

<https://www.nap.edu.au/naplan/the-tests>



Question Answer in Classrooms of your child.

Refer to Reading Mantra in class.

Ask your child why were you thinking that?

Refer to Reading Mantra?

