

Mansfield State School



CLEVER + SKILLED + CREATIVE

MANSFIELD STATE SCHOOL

PARENT INFORMATION SESSION
YEAR 3, 2021



PRINCIPAL'S WELCOME

- **Principal** – Mrs Majella Frith
- **Deputy Principals**
 - Prep and Year 1 – Mrs Naveen Lim
 - Year 2, Year 3 and Inclusion – Mrs Katie Broom
 - Year 4 – Mrs Sharon Brand
 - Year 5 and 6 – Mr Ash Wagh
- **Teaching and Learning Team**
 - Head of Department – Curriculum – Mrs Paula Morton
 - Head of Department – Curriculum – Mrs Annette Foster
 - Digital Technologies Mentor – Mr Adam Bell-Booth
- **Guidance Officer** – Raff Fomiatti
- **Business Services Manager** – Mrs Rosie McCulloch
- **Administration Officers** – Joy Holland, Carol Newland and Paula Pitt



MANSFIELD STATE SCHOOL

School Motto

Loyalty and truth

School catch phrase

Clever – skilled – creative

Our vision

Curious, engaged learners

Creative, critical thinkers

Caring, active citizens



MANSFIELD STATE SCHOOL

Our Focus

- *Mansfield State School recognises the importance of the partnership between schools and parents to support student learning, engagement and well-being to build a community of active, engaged and caring citizens.*
- *We share a commitment to, and responsibility for, ensuring happy, safe, supportive environments for our students to learn and thrive*

Our Values

- *Giving every student a good start*
- *Engaging young people in learning*
- *Creating safe and inclusive workplaces and communities*
- *Every child succeeding*



PRIORITIES

Clarity, Consistency and Cohesion

Teaching and Learning

- Systematic Curriculum Delivery of the Australian Curriculum
- Investigation, Development, Implementation of Pedagogical Framework

Continued Embedding:

- Inclusion
- Student well-being – Power Program

Systems, Processes and Routines across the school

Full School Review

- Occurs every four years
- Informs the four-year strategic plan
- Focus on 9 areas across the school.
- 4 days



COMMUNICATION

Communication between school and home is essential for student learning.

- Preferred method of communication with school staff is through their school email address: ____@eq.edu.au
- School staff will respond to emails within 48 hours (school days only)
- Contacting school staff via social media is not appropriate (Facebook, Messenger, Instagram, etc.)
- If you would like to make an appointment to speak with your child's teacher or other school staff (e.g. specialist teachers), please call or email the school office. Phone calls can not be put through to teachers during school hours, but the office will pass on your contact details and short message to the staff member.
- Information for parents and our community is provided through school newsletters/bulletins, school website, school Facebook page, Qschools and Qparents apps, class newsletters, and other letters/emails sent home.
- If you have any questions or concerns, please contact the school on 3421 3888 or info@mansfieldss.eq.edu.au



DAILY ROUTINES

- Students are not to arrive to school earlier than 8:20 am (unless a supervised activity is being attended- e.g. instrumental music).
- Prior to the first bell at 8:30 am students are to be seated in the Green Zone or in Prep area for prep families.
- School commences at 8:40 am
- End of the school day is 3:00 pm. Please arrange for students to be collected at this time or enrolled at OSHC.
- Students not collected by 3:15pm will be sent to the office and parents contacted.



BYOD

The BYOD iPad program is a key component in creating digitally literate 21st Century learners at our school.

The success of this program relies on teachers, students and parents working together to ensure:

- iPads are sent to school EVERY day, fully charged and ready to use
- iPads should have adequate protection e.g. case, screen protector
- All apps from the Year Level list (on the school website) must be downloaded and available to use in class
- iPads must not be used before or after school or at lunchtimes while on school grounds
- Students must adhere to the school's iPad agreement documents, including not using inappropriate apps, messaging services, or taking or sending images to other students while at school.

iPads are used in classrooms as a LEARNING TOOL, not a toy or game machine. Students need to be able to access them when required at school each day.



HOW CAN I GET MORE INVOLVED?

- **Attend school events**
 - Assemblies and ceremonies
 - Parent Teacher Conferences
 - Sports carnivals and music performances
- **Volunteer around the school**
 - Helping in the classroom
 - Stephanie Alexander Kitchen Garden
 - Swimming program
 - Volunteering in the tuckshop
 - Music support group
 - MADS support group
 - Reading program and school library
 - P & C related role – Fete, Book Club, Tuckshop, Lost property, working bees, etc.
- **Become an active member of our P & C**
 - Meetings 2nd Monday of each month in the Staff Room



QUALITY TEACHING AND LEARNING

- At Mansfield SS, we teach, assess and report on all eight Learning Areas of Version 8 of the Australian Curriculum.
- Each term, as a team, we collaborate and plan together with the Heads of Teaching and Learning and specialist teachers to ensure consistent curriculum delivery across the Year 3 cohort.
- The Year 3 team meets weekly. We communicate with each other informally throughout the week to ensure consistency.
- The curriculum (what the students are learning) is the same in every class, however, the learning experiences (how students are learning) may differ in each class due to individual learning needs and teaching styles.
- Students work with their teachers to develop individual learning goals to guide personalised learning pathways.

YEAR 3 TEACHERS



3A - Sally Gardiner



3C – Tessa Mills



3E – Teresa Mathews



4F - Fiona Hanson



Inclusion – Tristram Adams



3B - Rachel Baker and Di Demos



3D - Ryley Burroughs and Johanna Asido



3G – Cara Ryan



TEACHING AND LEARNING

Curriculum Overviews will be distributed
at the beginning of each term.

These teaching and learning documents will inform parents/carers about the
content covered for each term.



**MANSFIELD
STATE
SCHOOL**

The 3 Es:
Be a Learner
Be Respectful
Be Safe

**TERM 1
KEY
EVENTS**

COMA AND
MUSEUM
EXCURSION
WEEKS

Year 3 Term 1, 2021

ENGLISH

Analysing and creating persuasive texts
Students read, view and analyse a variety of persuasive texts. They examine how text structure and persuasive language features are used to influence an audience. Students use their knowledge of the text structure and language features of persuasive text to create a variety of persuasive texts to persuade a known audience. Students explore a literary text that deals with an ethical situation. They make inferences about characters' feelings and use comprehension strategies to answer questions about the text.

MATHS

Students develop understandings of:

- **Number and place value** - count up to 10 000, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 3-digit, single-digit and 3-digit numbers, subtract 3-digit and 3-digit numbers.
- **Using units of measurement** - tell time to 5-minute intervals, identify one metre as a standard metric unit, ~~convert~~ a metre, measure with metres.
- **Chance** - conduct chance experiments, describe the outcomes of chance experiments, ~~record~~ variations in the results of chance experiments.
- **Data representation and interpretation** - collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations.

SCIENCE

Is it ~~living~~?
In this unit students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.

HASS

Rules and Democratic Decision Making
Students describe the importance of making decisions democratically and propose individual action in response to a democratic issue. They explain the role of rules in their community and share their views on an issue related to rule-making.

How do people contribute to their unique communities?
~~Students~~ identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They explain how and why people participate in and contribute to their communities. They identify the importance of different celebrations and commemorations for different groups.

DESIGN TECHNOLOGY

Repurpose it!
Students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes.

HEALTH and PHYSICAL EDUCATION

Healthy Futures: Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.

Movement: In this unit, students refine fundamental movement skills to perform freestyle and backstroke, and demonstrate strategies that help them stay safe in an aquatic environment.

The ARTS – Visual Art

Meaning in artwork: Students will explore the communication of meaning in artwork. They will make, display and discuss their own and others' artworks.

MUSIC

Let's celebrate, let's remember: Students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. They will also apply the elements of music (dynamics, pitch and instrumentation) to their performances and compositions.



ENGLISH

- ☐ **Term 1 – Creating Persuasive Texts** Students create a persuasive text to convince an audience about a chosen topic.
- ☐ **Term 2 – Investigating Characters** Students create an imaginative narrative and develop characters based on the theme of friendship.
- ☐ **Term 3 – Kumiko and the Dragon** Students evaluate the visual features used in illustrations from an imaginative text.
- ☐ **Term 4 – Reading, Writing and Performing Poetry** Students write and present an imaginative adaptation of a poem, based on a familiar environment.
- ☐ **Learning Walls** – explicit expectations of standards, identifying own areas of need, setting goals



MATHEMATICS

☐ Term 1

Number and Algebra: Representing, adding and subtracting numbers

Statistics and Probability: Conducting simple chance experiments; collecting and recording data

☐ Term 2

Number and Algebra - Adding, subtracting and partitioning numbers

Measurement & Geometry Measuring length, mass and capacity using metric units

☐ Term 3

Number and Algebra - Patterning and connecting addition and subtraction;

Money -Represent money values in various ways; Correctly count out change from financial transactions

☐ Term 4

Number and Algebra Using unit fractions and multiplication

Measurement & Geometry Interpreting grid maps and identifying symmetry, three-dimensional objects and angles

☐ Problem Solving and Reasoning



SCIENCE

☐ Term 1

Biological Sciences – Is It Living? Group living things based on observable features and distinguish them from non-living things

☐ Term 2

Earth and Space Sciences – Spinning Earth Investigate the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows

☐ Term 3

Physical Sciences – Heat it up! Investigate the behaviour of heat to explain everyday observations; Use scientific investigations to respond to inquiry questions

☐ Term 4

Chemical Sciences – States of Matter Conduct an investigation about solids and liquids changing state when heat is added or taken away



HUMANITIES AND SOCIAL SCIENCES (HASS)

☐ Term 1 & 2 **Civics and Citizenship / History**

Unit: Democratic Decision Making and Our Unique Communities

Students explore the role of rules in community and the process of democratic decision making.

They identify the importance of different celebrations and commemorations for different groups and explain how individuals, events and aspects of the past that have significance in the present.

☐ Term 3 & 4 **Geography**

Unit: Exploring Places Near and Far

Students explore Australia and its neighbours to discover how and why places are similar and different. They identify connections between people and the characteristics of places



HEALTH AND PHYSICAL EDUCATION (HPE)

- HPE is one Learning Area in the Australian Curriculum.
- From 2021, all schools must report on HPE as one Learning Area.
- Movement is taught by specialist teachers and Health is taught by classroom teachers.

Movement is taught by specialist teachers, Mr Kelvin Crosby.

Health is taught by NCT teachers – Mr Chris Haratsis, Mrs Donna Waters and Mrs Maria Grady.

- ☐ Term 1 - PE (Movement): Watch Me Swim
Health: Healthy Futures
- ☐ Term 2 – PE (Movement): Athletics Spectacle
Health: Healthy Futures continued
- ☐ Term 3 – PE (Movement): Let Me Entertain You
Health: Good Friends
- ☐ Term 4 - PE (Movement): Mansfield Ball
Health: Good Friends continued



THE ARTS

We take a Subject Area approach to teaching, assessing and reporting for the Arts.

Music is taught every term by specialist teachers
– Ms Mary Topka and Mr Chris Haratsis.

Other Arts subjects: Drama, Dance, Media and Visual Arts are taught by classroom teachers.

☐ Term 1 and 2 - **Visual Art: Meaning in Found Objects**

Explore the communication of meaning through found objects. Make, display and discuss their own and others' artworks.

☐ Term 3 and 4 – **Dance: Wildlife Watch**

Make and respond to dance by expressing ideas about animals and the environment through dance



TECHNOLOGIES

We take a Subject Area approach to teaching, assessing and reporting for Technologies.

Design and Technologies and **Digital Technologies** are taught in alternate semesters.

Teachers are supported throughout the year by the school's STEM Mentor.

❑ Semester 1 - Design Technologies

Unit: Repurpose it! Students investigate the suitability of materials and repurpose a clothing item to create a useful item

❑ Semester 2 – Digital Technologies

Unit: What digital systems do you use? Students explore a range of digital systems and peripheral devices then create a digital solution using visual programming



HOMework

- Homework focuses on reinforcing those skills that are being taught in the classroom.
- There are 3 main areas: **Reading, Spelling and Mathematics.**
- Homework is provided each Monday and must be returned every Friday, starting from Week 3.

Must DO ACTIVITIES:

READING: Choose a home reader, library book or book from home and read to someone for at least 15 minutes each day.

Remember that you can read the same book more than once. Be sure to ask about any new or tricky words.

At the end of the week, write a reflective comment in your book. Remember to include the title and author of your book.

SPELLING: Complete the following activities for the week:

1. Explain your weekly spelling rule or pattern to someone at home.
2. Complete your spelling word sort in your book.
3. Brainstorm other words that follow the same rule or pattern and add them underneath the correct headings.
4. As an optional task, you may wish to write out your words for some extra practice.

MATHS: Choose ONE activity each week:

- Pick a 3-digit number and show it in 3 different ways.
- Choose an addition problem and use the jump strategy to solve it.
- Choose a subtraction problem and use the split strategy to solve it.
- Write out a number sequence, counting in 2s. Choose any number to start. (Eg. 15, 17, 19, 21, 23, 25, 27, 29, 31)
- Write a 3-digit number. This is your answer. Write a mathematical question that would match.
- Flip a coin 20 times. Record your results using tally marks in a table.

Be ready for school each morning. Have breakfast, pack your hat, water bottle and make sure your lpad is charged.

May Do Activities:

Complete a job at home to help your family. E.g. Unpack the dishwasher.

Log on to Mathletics, Seesaw or Reading Eggs and complete any assigned tasks.

Play Activities:

Get active outside of school at least 3 times a week.

Play a multiplayer game with another person. E.g. Board games, crossword puzzles, Sudoku or ball games.

HOMework

Spelling Rule: Long and Short Vowels

| VVC long | VC short | VCC short | VCE long |
|-------------|-------------|--------------|-------------|
| brief | clog | front | quote |
| chief | twig | sharp | theme |
| fruit | wrap | thank | whine |
| scout | plot | smell | brave |
| groan | when | climb | scale |
| stain | quit | trust | phone |

paint

sit

cat

run

lump

bone

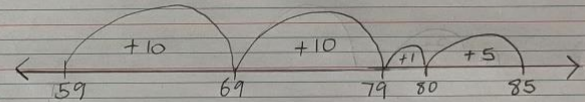
Reading

The Lorax - Dr Seuss

I loved this book. It reminded me of a book I read about endangered animals. We have to look after our environment for future generations.

Maths

$$59 + 26 = 85$$



May Do Tasks

1. I helped Dad by cutting the vegetables for dinner.

Play Activities

1. My whole family worked together to solve a puzzle. It was awesome! I helped by finding all the corner pieces.



EXCURSIONS

☐ Term 1

Excursion to GOMA and the Queensland Museum (State Library)

Links to curriculum: Visual Art, HASS, Science, Health

Dates: February 22nd, 23rd, 25th (M,T,Th)

☐ Term 3

Incursion – Starlab

Links to Earth and Space Science



THANK YOU

Thank you for your ongoing interest and involvement in your child's education. We look forward to working with you in partnership towards the best possible educational outcomes for your child.

We now invite you to return to our classrooms.

We wish to respectfully remind parents that this is not time for you to discuss individual children, but an opportunity to obtain further information about specific classroom routines and expectations.