Reflection

Two Sculptors

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child’s mind
And they fashioned it with care.
One was a teacher and the tools that were used
Were books and music and art,
One was a parent with a guiding hand
And a gentle, loving heart.

Day after day the teacher toiled
With touch that was deft and sure,
While the parent laboured side by side
And polished and smoothed it over.
And when at last their task was done,
They were proud of what they had wrought,
For the things they had moulded into the child
Could neither be sold or bought.

And each agreed they would have failed
If they had worked alone,
For behind the parent stood the school,
And behind the teacher, the home.

Anon
Welcome to Year One!
We are really looking forward to getting to know you and your child and building a positive partnership together. We trust that the year will prove to be a fruitful and happy time for us all!

Our Philosophy of Teaching

- We believe in encouraging the development of the whole child - spiritually, physically, socially, emotionally and cognitively.
- We believe in the importance of a supportive and non-threatening environment. As we progress to more formalised learning experiences, the children will be encouraged to simply have a go...to try...to surprise themselves with their abilities...to learn from their mistakes...to take risks and to challenge themselves.
- We believe in the importance of oral language, creativity and imaginative thinking.
- We believe in providing meaningful learning experiences that will encourage the children to make meaning of the world in which they live and to become strong confident learners.
- Each child will be respected and acknowledged for their diversity and individuality.
- Each child will be encouraged to develop a positive and enthusiastic attitude towards learning thus enabling them to work toward reaching their full potential.

Year One will be a fun and rewarding year yet also a challenging one. There are many new skills for the children to learn, as well as new rules and routines. It is a year of transition and change. The transition from Pre-Primary to Year One can be slightly daunting for some. At St Emilie’s we aim to ease students through this transition in a supportive, respectful and comforting way. You can really help your child by listening to their concerns and then speaking positively and confidently about their ability to manage whatever comes. Any anxiety your child may be experiencing will pass as they start to settle in. Trust that all will be well!
Year One Aims

- To establish an environment where children become more independent and motivated learners, who do their best and take pride in their work.
- To continue to develop a positive attitude and self esteem.
- To develop an environment where children feel secure enough to seek assistance when it is needed.
- To encourage each child to be able to listen to and follow instructions and class rules in order to develop class cohesion and a sense of responsibility and cooperation.
- To work together to create a harmonious environment where good manners are expected and all are treated with respect.
- To develop children’s confidence to always HAVE A GO! - knowing mistakes are part of the learning process.
- To cultivate a sense of responsibility in each for their words, actions and belongings.
- To promote a sense of pride in our school environment and learning spaces.

Some of the things we will be learning in Year One!

- We will be learning to confidently share our thoughts, ideas and opinions-rich oral language opportunities lay the foundation for good literacy learning!
- We will be involved in many shared and modelled reading opportunities. This allows children to develop and learn new reading strategies that they can apply when reading a variety of texts.
- We will be learning how to sound out unfamiliar words in our writing and reading-(having a go) when we are unsure. We will be learning about spelling sounds blends and sight words and incorporating these into our reading and writing. We will be learning how to read and comprehend texts and write a range of texts for different purposes.
- We will be learning how to write neatly using the correct letter formations.
- We will be learning about numbers and counting, simple addition and subtraction, shapes, patterns, times and measurement.
- We will be learning how to be independent.
- We will play!
- We will be learning how to develop positive relationships with our peers and with adults.
- We will have fun and learn lots!
Class Organisation

There are two Year One Year classes - One Blue and One Gold. Miss de Gooijer, Miss Foong and Mrs Roberto work together in order to provide the best possible learning environment for the children. Essentially we are one learning community - fortunate enough to be able to draw on a range of teacher skills and abilities so as to support different needs and learning styles. Learning experiences will involve opportunities for the children to work as a whole class as well as in small groups.

We programme together in the areas of Literacy, Mathematics, Integrated Studies and Religious Education, in order to provide our children with a variety of rich learning opportunities. Our classes may, at times, look at different however the concepts taught will be the same.

Extra Information

- Each child has their own Note Folder in which they keep their reading book, sight words book and other necessary forms of correspondence between school and home. Please check this daily.
- Individual reading books will be sent home in Week 5 along with a set of sight words.
- Formal reporting takes the form of Parent Teacher Interviews (Terms 1 and 4), Three Way Interviews (Terms 2 and 3), Open Nights (Terms 1 and 3) and Written Reports (Terms 2 and 4).
- The standard uniform is to be worn at all times. Hair is to be tied up at all times, no jewellery is to be worn and children are to wear the correct footwear and socks as outlined in the school Uniform Policy.
- Please continue to pack a spare pair of underwear in case of accidents.
- Toys or electronic devices are not to be brought to school.

Purposeful Practice

The children will receive a 'Purposeful Practice Homework Grid' now they are in Year One. Our grids run over a two week period and will be sent home 3 times a term. These grids allow for flexibility within families and tasks set are a reflection of the concepts taught in class. We have two non-negotiable literacy tasks that are compulsory four nights a week - reading books and sight words.

The two main purposes of assigning PURPOSEFUL PRACTICE in our school is:

1. To provide students with an opportunity to practice and reinforce what has been learned in class, at home.

2. To include and value the time spent engaging with the family in positive, helpful and meaningful ways as home 'work'.

Further information on St Emilie’s Purposeful Practice can be found under 'Homework Policy' on the school website http://www.stemiliescps.wa.edu.au
**Reading Books**

Children will have reading books to read from Monday to Thursday. Please fill in the book title and sign the reading log each night. Depending on your child’s level, you may like to read the story to your child, share the reading with your child, listen to your child read, or ask your child to retell the story to you. Some helpful hints for reading time are below:

- ✓ Talk about the cover of the book and what the book might be about.
- ✓ Discuss the title and the author.
- ✓ Discuss capitals and full stops and how these help us to understand what we are reading. Point out how the picture relates to the text.
- ✓ Ask questions about the story afterwards.

Emphasis should always be on the enjoyment of reading and comprehension of the text. Children will bring home reading books in their folder for the week on a Monday. Please return folders with their reading book to school each day for morning reading. All reading books need to be returned on Friday to enable new books to be allocated. Reading books will be sent home once children have settled into the school routine and we have had time for adequate assessment.

The Home Reading Program has been developed to encourage students to acquire confidence and develop their reading strategies through the continued reading of a book **over a week**.

Your child will bring home one levelled reader each week where they have the chance to practise reading with lots of praise and positive reinforcement from you.

Having a book for a week means that children have an opportunity to read a text where they can further develop their skills, knowledge and confidence. It enables students to become familiar with the text and develop very important skills such as, recognising high frequency words, familiarising themselves with new words thus further developing their vocabulary, revising and applying skills learnt in class, developing fluency and oral language skills as they discuss characters, retell the story, answer a range of comprehension questions and most importantly develop self-confidence. Sometimes you may feel that a book is ‘too easy’ for your child and that they need to be put up to another level. Please remember that the texts sent home that are of an **independent level**, this means it gives children an opportunity to revise reading strategies, develop fluency and expression, read for enjoyment and increase their confidence. On other occasions texts may be at an **instructional level** which means they may challenge students and allow them to further develop their confidence to apply reading strategies learnt in class. Children are required to read each night.

Don’t forget that **library books are also important**. Please make sure your child brings their library bag to school so they can borrow a book. You may even like to go to your local library during your spare time. Remember it is ok for children to want to read a book over and over again. Reading is for enjoyment!!! It is also really important to allocate some quiet time for reading to your child. It is also really important to allocate some quiet time for reading TO your child. This is a time to choose great rollicing books that make your child laugh; to choose exciting adventure books to keep them in suspense and so on. If you do this well it will be a gift that you give your child for life!
Sight Words

Sight words are common words used in everyday reading and writing. This means, your child will see them constantly in the texts they encounter. When they are able to identify these by sight, they will begin to experience fluency and greater success when reading.

The children will bring home a list of sight words to learn to read. Please practise these with them and remember these words are not always 'sound-able'. Have your child cut the words out and ask them to read the word as you are showing it to them. It is a good idea to mix up the order so they are reading the word rather than memorising the order it comes in. If they don’t know the word, tell them, then repeat this process a few times.

Doing this daily would be most beneficial because of the consistency however if you miss one day due to family commitments, outside school activities or tiredness please don’t worry as we will be practising these words at school too. You can even make up your own fun games such as memory and searching for the words in other texts around the house!

Each week children will be tested on their weekly words and given the next level when they are ready (only if they can read them with fluency). If your child is experiencing any difficulty they will keep the same list of words…this is ok! Please remember the sight words aren’t a competition and emphasise this with your child! We all learn in different ways and at different rates.

Specialist Teachers

**MONDAY**
Sport - Mr Davis
*(Children to wear coloured House Sport Shirt)*
Cultural Studies - Mrs Aroozoo

**TUESDAY**
Music - Mr Dabbs

**THURSDAY**
Library (Requires library bag)

**FRIDAY**
Yr 1 & 2 Sport *(Children to wear yellow St Emilie’s Sport Shirt)*
Health - Mr Davis
Science - Mrs Cogger
Behaviour Management

Our goal is to develop a safe, caring and secure environment where students accept responsibility for their own behaviour and respect the rights of others. We encourage the development of children’s self control and self confidence, so in the long term they can take responsibility for their own behaviour.

We will be placing a great deal of emphasis on:
- showing mutual respect to all,
- practicing active listening,
- being the best ‘me’ I can be,
- no put downs and
- not being afraid to ask questions.

Adult techniques...
- Positively reinforce effort.
- Be consistent, setting clear limits.
- Establish group rules.
- Make learning relevant, purposeful and manageable for children, anticipating potential problems.
- Allow self-choice and, if necessary, make suggestions or give direction.
- Encourage children to take responsibility.
- Empathise with child’s problems but only intervene when appropriate and after the child has been given the opportunity to solve the problem.
- Help children recognise and express feelings.
- Provide opportunity and time for discussion and problem solving skills.
- Discuss consequences of unsafe behaviour.

If a student has continued to ignore class rules and teacher reminders, or if a particular one-off behaviour is worthy of further investigation, the Principal and/or a member of the leadership team may become involved. While this generally doesn’t happen often, if it does happen, parents are reminded that decisions made are always in the child’s best interest and the Leadership Team act in a formative rather than a punitive way. Facing the consequences of their choices is part of growing up and is character building. Here at St Emilie’s we work as a team to address behaviour as close as possible to the time it happens so that a child can learn from any inappropriate choices made! When parents and staff work together and support one another, the result will always result in better outcomes for the children.

Birthdays

Parents, you are requested not to send in any treat or party favour, whether food or otherwise, on the day of your child’s birthday. Rest assured we will certainly celebrate them on their special day as a class. Thank you for your cooperation in regard to this matter.
Attendance & Medical Information

Our classroom door will open at 8:30am. Our day will commence at 8:40am. It is important that the children arrive on time so they settle comfortably into routines without feeling rushed or unsure. If your child is unwell, do not send them to school, even if they want to come, as it unfairly may spread illness to other children and staff. If your child has medication for Asthma/Allergies please ensure the appropriate forms are completed and any changes updated at the office. If at any other time your child needs to take medication at school please complete the appropriate forms at the office. Medication is to be stored in the office only not in your child’s school bag.

Absentee Notes

A signed note with a simple explanation of your child’s absence from school is required upon their return. You may lodge your child’s absence on the day via the St Emilie’s App or by emailing your classroom teacher.

Leaving Early

In general terms, children should not need to leave school early. Appointments with doctors, speech therapists, dentists etc need to be made outside of school hours. We understand that occasionally a specialist appointment may be required. If you must collect your child early, a note is required. Parents must inform the office before collecting your child from the classroom and you will be required to sign your child out in the Departures Book.

Family Holidays

The learning process requires continuity – giving children enough time and practise to consolidate skills, therefore family holidays in term time is a practice that is not supported by our school. All families are asked to try as much as possible to organise these holidays in school holiday periods. If a family must take a holiday in term time for an extenuating reason this needs to be communicated to the Principal by a signed letter and ideally by a face to face meeting.

Healthy Recess and Lunches

Please ensure that you pack your child a HEALTHY lunch – no lollies/junk food please. We ask all parents to remember that we are an allergy aware school so nuts and nut products eg. Nutella and peanut paste sandwiches are not permitted.

Crunch and Sip

The children will stop to have Crunch and Sip each morning. They will need one serve of fresh fruit or veg (no packet fruit bars etc) in a reusable container plus a water bottle.
Emails

While regular communication is important, please keep emails short, to the point and not too frequent. With 30 children and families to oversee, while your request or series of questions etc might not seem much to you, multiply this by 30 can mean much needed planning and prep time after and before school can be severely impacted upon.

Parent Help

We will need some parent helpers to assist us with listening to the children read during the morning. A reading roster will be up and running as of week 6. More information will be sent home closer to the date. Confidentiality is of utmost importance while on parent help. There will be other opportunities to help out over the year through incursions and excursions.

Drive Through

A written note detailing regular collection arrangements for your child (if being collected by various people) would be helpful and assist in a smooth transition for the Year One children. We will walk the Year One children to the car park in the afternoon. Teachers are on duty to supervise the children in this area. Please display your family name in your car to assist with identification.

Questions

If you have any questions that we haven’t answered here in this booklet or in the presentation please feel free to email us and we will endeavour to reply by email, phone or in person as soon as we can.

Thank you for taking the time to attend our Year One Information Night!

We look forward to an enjoyable year!

Miss de Gooijer and Miss Foong
degooijer.tanya@cathednet.wa.edu.au
foong.kristy@cathednet.wa.edu.au
Our Learning this Term

**Literacy**

Some of our learning experiences include...
- revising letters and sounds
- using sounds to make three letter words
- introducing sight words
- introducing new sounds
- having a go at writing on a line
- predicting and discussing stories
- working cooperatively in small groups

**Mathematics**

Our learning experiences focus on number and shape this term. Some of our learning experiences include...
- revising recognition of numbers to 20 then beyond
- counting using correct sequence
- correct formations of numbers
- introducing place value through the language of 'tens' and 'ones'
- revising and adding to our knowledge of 2D Shapes

**Guided Inquiry**

Our inquiry topic this term sees us investigate the concept of 'Community' through our unit titled 'Connected Communities'. Through planned learning experiences the children will investigate the services and systems within their local community. It is hoped that they will understand and respect the rules of their community so as to contribute in meaningful and rewarding ways.

**Rationale of Unit**

*If I have a good understanding of the elements of my community and how they work together, I can get the most out of living in it.*
Helpful Information

Reading Strategies

Here are a range of different reading strategies you can use at home. You may choose one or two to focus on each night so your child is trying some different reading strategies with the text throughout the week.

- Have your child predict what they think the story will be about before they begin to read it and why they think this. Encourage them to look at the pictures on the front cover of the book and read the title to help them decipher what they think the book will be about.

- Allow your child to continuously predict during the reading of the text as it allows them to develop a deeper understanding of what is being read. Have your child reflect on their predictions throughout the reading.

- At the end of the story, have your child retell to you what the story was about, as well as discussing their favourite part in the story.
  
  
  - Search for words that contain their spelling sound for the week or sight words.
  
  - Write words that they found tricky on sticky notes and discuss the meaning. Look for the meaning in a dictionary. Refer back to these tricky words before reading the text.
  
  - Make connections- You and your child can make connections to the text in relation to yourself, something you have seen in the world or read in another story.

Examples of Comprehension Questions

- I wonder what this word could mean?
- Why do you think that…. happened?
- Why do you think the character did this?
- What clues in the story tell you…?
- What would have happened before/after/between…?
- What does the author want you to think/believe/feel?

"The more that you read, the more things you will know. The more that you learn, the more places you’ll go."
- Dr. Seuss