Lord, please bless my students
And help them as they grow:
May I teach them faithfully
The things they need to know.
So they may face the future
Knowing they’re prepared,
And when they think of school days,
May they know their teacher cared.

Holly Monroe
Dear Parents,

Welcome back to a new school year; we trust that you had a safe and really enjoyable holiday break and are looking forward to the exciting year ahead!

We are delighted to have your child in our class and we are looking forward to getting to know them well throughout the year.

We will be working closely as partner teachers and will have high, but realistic expectations for each child. Together we will work hard to help them achieve their potential. Our goal is to provide all students with meaningful experiences that not only challenge them academically, but also help them to develop as ‘a whole person’ in a safe, nurturing and positive school environment.

A quality home/school partnership is essential in helping your child to become the very best learner and person they can be. If home and school share a consistent message and clear expectations, then your child will be set up for real success – socially, emotionally, physically, spiritually and academically.

Some of you may have questions about life in Year Three. Hopefully this booklet, along with the Parent Handbook on the school website, will assist you with answering most of these. If you have any further questions or would like to make us aware of anything particularly pertinent to your child, please feel free to make an appointment. We do ask that you give your child at least a few weeks to settle into Year Three, not only so they can settle into a new class with a new teacher, but also so we can get to know them better and have time to discover where some of their strengths and challenges might be. We have a Two-Way interview scheduled during Weeks Six and Seven of this term. This is a valuable opportunity for us both to share important information about your child and their learning with you.

We are really looking forward to the year ahead and working closely and positively with yourselves as parents, with students and our colleagues to furthering your child’s education and fostering a real love of learning!

Regards,

Mrs Daniela Walker and Miss Tiana Massimi

Year Three Class Teachers 2016
We believe that all students, regardless of their background, behaviour or ability should be provided with the very best opportunity to learn and that students learn well when provided with a positive, supportive and productive learning environment. We acknowledge and appreciate that students have various intellectual, physical, social and emotional needs and abilities, which we will work hard to identify and meet in a variety of ways. We believe collaboration is important for success, and that the best outcomes for children are achieved when all stakeholders (parents, colleagues and students) work closely and respectfully with one another.

Our role in the education of your child/children is to:

1. Facilitate their learning and nurture their faith.
2. Encourage them to work hard towards the school’s vision.
3. Challenge them to reach their full potential and personal best.
4. Encourage them to make informed decisions confidently and with self-assurance.
5. Work co-operatively with you, their parents.
Outline of Daily Class Routines

• Classroom doors open at 8:30 am. When the students come into the room they have 15 minutes to organise themselves for the day (unstack chairs, hand in notes etc.). They then use this time to complete a Literacy Pro book quiz, read, complete a spelling task, play a mental maths game or complete any unfinished work.
• Students then have daily fitness from 8:45 to 9:00 am.
• The morning block of time (9:00 to 10:30 am) and the middle block of time (11:00 am to 12:30 pm) are specifically dedicated to Mathematics and English.
• Students have their ‘Crunch and Sip’ at approximately 9:45 am each day.
• Each day our afternoons are spent on Religion lessons and other learning areas such as Integrated Guided Inquiry Units, Visual Arts and Sport.
• Our Library time is on a Thursday from 8:30 to 9:00 am. Students need to bring their library bag and books that need to be returned on this day.

Crunch and Sip
Crunch and Sip is an important part of the school day and the initiative was introduced to our school to further enhance the health and well-being outcomes of all students in our care.

Please send your child to school with a small amount of cut fruit and/or veggies each day - aiming for plenty of variety, if possible, across the week/term. A small whole piece of fruit or vegetable is also acceptable, however nothing that takes too long to eat or is particularly messy (e.g. a large unpeeled orange).

Specialist Timetable
In addition to us as the classroom teachers, the students can look forward to learning in the specialist learning areas of Music with Mr Nick Dabbs, Health & Physical Education with Mr Paul Davis, Cultural Studies with Mrs Tracy Aroozoo and Science with Mrs Kerrie Cogger.
The specialist timetable is as follows:

### Year Three Gold

<table>
<thead>
<tr>
<th>Day</th>
<th>Subject</th>
<th>Time</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Music</td>
<td>1:10 to 2:00 pm</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Health</td>
<td>2:00 to 2:50 pm</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Cultural Studies</td>
<td>10:50 to 11:40 am</td>
<td>Students wear their sport uniform to school for the day. On this day their house t-shirt is worn.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sport</td>
<td>11:40 am to 12:30 pm</td>
<td></td>
</tr>
<tr>
<td>Thursday (Odd Weeks)</td>
<td>Science</td>
<td>10:50 am to 12:30 pm</td>
<td>Students wear their sports uniform to school for the day.</td>
</tr>
<tr>
<td>Friday</td>
<td>Class Sport</td>
<td>1:10 to 2:00 pm</td>
<td></td>
</tr>
</tbody>
</table>

### Year Three Blue

<table>
<thead>
<tr>
<th>Day</th>
<th>Subject</th>
<th>Time</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Health</td>
<td>1:10 to 2:00 pm</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Music</td>
<td>2:00 to 2:50 pm</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sport</td>
<td>10:50 to 11:40 am</td>
<td>Students wear their sport uniform to school for the day. On this day their house t-shirt is worn.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Cultural Studies</td>
<td>11:40 am to 12:30 pm</td>
<td></td>
</tr>
<tr>
<td>Thursday (Even Weeks)</td>
<td>Science</td>
<td>10:50 am to 12:30 pm</td>
<td>Students wear their sports uniform to school for the day.</td>
</tr>
<tr>
<td>Friday</td>
<td>Class Sport</td>
<td>1:10 to 2:00 pm</td>
<td></td>
</tr>
</tbody>
</table>
Purposeful Practice
This year we will be continuing with our PURPOSEFUL PRACTICE (Homework) GRID system. The main focus of the grid is to develop students’ ability to manage their own time and resources, to be encouraged to meaningfully and actively engage with the family, while also practising skills and concepts taught during class.

The grid comprises of separate ‘cells’ and in each one there is an activity or task. Some tasks are required to be completed daily, while others need to be completed within the fortnight. Each grid lasts for **two weeks** (unless otherwise stated) and so each cell of the grid should easily be able to be covered by the end of each fortnightly cycle.

Whole School Plan for Purposeful Practice from Years One to Six Term One:

- Week One – No Homework
- Weeks Two & Three – Purposeful Practice Grid
- Weeks Four & Five – Purposeful Practice Grid
- Week Six – No Homework
- Weeks Seven, Eight & Nine – Purposeful Practice Grid (Due to the Easter break)
- Week Ten – No Homework

**NAPLAN**
This year NAPLAN testing will take place from the 10th to the 12th of May (Term Two - Week Three).

**Preparing Your Child for NAPLAN**
Please remember:

- Don’t stress your child out about tests – this will only place undue pressure on them
- Make sure you don’t book any holidays during this time
- Make sure your child has enough sleep during this period
- Ensure that your child has a healthy diet – this aids concentration and energy levels
Sacramental Program – Reconciliation

It is important that as a family you are preparing your child for receiving the Sacraments every day, just as we are at school. Living sacramentally is about taking the gospel message and making it ‘a living reality’ in our everyday words and actions. Pray for the help you need to be a good role model and spend time reflecting upon how the Sacraments are strength for the journey ahead and they help us to deepen our relationship with God.

While students will be prepared for sacraments here at school, it is the parent’s responsibility to work closely with parish coordinators, and to be proactive about booking for a particular Mass date and so on.

The Sacramental program at St. Emilie’s follows the ‘Parish Based, Family Focused and School Supported’ model as promoted by the Archbishop of Perth and facilitates children from St. Emilie’s School, children from the Religious Education After School Program and children who attend other Catholic schools, but live in this Parish.

An enrolment form needs to be completed and these are available from the foyer of the Church at the beginning of the school year, or from the Sacramental Coordinator Mrs Lyn Harkins (M: 0404 325 900). In addition, all families are required to attend a Commitment Mass and also a Parish-run workshop.

Dates for 2016

Commitment Masses
Saturday 5th March – 6:30 pm
Sunday 6th March – 7:15 am, 9:00 am and 5:00 pm
Saturday 12th March – 6:30 pm
Sunday 13th March – 7:15 am, 9:00 am and 5:00 pm

Workshops for Children and Parents
Tuesday 7th June – 5pm
Wednesday 8th June – 5 pm

Sacrament of First Reconciliation with Father Chien and Father Anibal
Tuesday 21st June – 3:30 pm
Wednesday 22nd June – 3:30 pm
Thursday 23rd June – 3:30 pm

Thanksgiving Masses
Saturday 25th June – 6:30 pm
Sunday 26th June – 9:00 am and 5:00 pm
(Please Note: Children will receive their First Reconciliation certificates at these masses)
**Student Work Standards**

Students are not permitted to graffiti any property be it their own or someone else’s. Children are to present their work to a high standard. Close attention should be paid to handwriting in all subject areas.

**Marking of Student Work**

While not every piece of work completed by students will be marked, this doesn’t mean that it has not been viewed by either ourselves or others, e.g. a support teacher, peer etc. Some tasks are self-marked; other pieces are marked in small groups or as a class. We will mark the work that the students will be referring back to at a later stage, along with assessment tasks. Regular verbal feedback is a powerful and effective means by which students are able to monitor their progress and this type of feedback is used regularly.

**Behaviour Management**

Rewards for positive behaviours in Year Three include:

- Harmony Leaves
- Faction Tokens
- Verbal Praise and Recognition
- Individual rewards such as free time, computer play etc...

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 it is in the child’s best interest. 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 good learning can be made from inappropriate choices! When parents and staff have the child’s very best interests at heart and support one another, there will always be better outcomes for children.
Technology

School
In Year Three we have eight iPads in our classroom at all times and we have use of the MOWs (MacBooks on wheels) one day a week. To assist us in using this technology to its full potential we are very privileged to have the opportunity to work with Joel Birch (from Winthrop Australia) once a fortnight. His role is to support teachers to learn new skills that can be used directly with our students. He shares his expertise and advice with all teachers and challenges us to try new ways of doing things in an effort to address the requirements of the ICT Capability and the West Australian Curriculum.

Home
Responsibly monitoring your child’s internet use is essential. Technology is a wonderful and powerful tool for learning, however without strict parental supervision and vigilance, technology also has the power to harm relationships and cause unnecessary anxiety and friendship issues back at school. Parents please take the lead in your family and make rules surrounding internet, computer and all technology use clear, responsible and consistent – if not you, then who?

Absences
A note from parents **must be given** if a child is absent from school for any period of time for legal purposes. Please send these in promptly after the period of absence. If your child is absent please notify the office or classroom teacher by phone or email on the morning of their absence.

Punctuality
Please remember that the classroom doors open at 8:30 am. All students must be at school ready for an 8:40 am start time. If your child arrives after 8:40 am the parent/guardian must sign them in at the school office.
Class Representative
We are in search of fabulous Year Three parents to become our Class Representative/s for 2016. If you would like to share the job with another parent from your class that is completely fine with us.

Here are some ways that our parent representative/s will represent our class:

• Helping to organise a whole class get together each term – e.g. at a park
• Reminding your class families about P&F and school events coming up
• Being a friendly, wise and positive voice in our community
• Supporting the P&F by encouraging parents to volunteer for various initiatives
• Keeping a pastoral eye out and letting the leadership team know of any concerns or problems that we may be able to help with
• Compiling a class contact list email + phone (with parent permission)

Extra Curricular
At St. Emilie’s we offer a variety of extra-curricular activities / services that both you and your children are able to take advantage of. These include:

• OSH Club
• Play For Life
• Instrumental Music
• Tennis

For more information about any of the above activities / services please contact the school office.

Reporting
Throughout the course of the year parents will receive feedback on their child’s learning journey through a variety of forms. These are outlined below.

• Two-Way Meeting (Term One and Term Four) – Provides both parents and the teacher an opportunity to share important information about your child and their learning.
• Open Night (Term One and Term Three) – Allows parents, grandparents etc. to come into your child’s classroom to view the learning that is taking place as well as the learning that is occurring outside the classroom in specialist areas.
• Three-Way Interview (Term Two and Term Three) – Allows parents the opportunity to listen to both your child and the teacher discuss work samples and view your child’s progress.
• Formal School Report (Term Two and Term Four) – Written report that will provide further insight into your child’s progress and allow you to help your child celebrate the positives and to encourage them to keep working hard on those aspects of their learning that may be challenging or require more time, persistence or effort.
• Website Posts (Fortnightly) – Parents can stay up to date with the learning that is happening in class.

Please check the school website (www.stemiliescps.wa.edu.au) for dates and up-to-date information.
Communication
As a parent, your questions, concerns and comments are always welcome and encouraged. If you would like to speak with either of us or another teacher in person, please do not hesitate to make an appointment for a suitable time to discuss an issue. In this way, we can ensure that you will have our undivided attention.

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 and much needed planning and prep time after and before school can be severely impacted upon. Issues of an important or sensitive nature, or matters that require more than a short response, should be discussed face to face in a parent teacher meeting.

If you would like to contact us via email please do so at the following addresses:

walker.daniela@cathednet.wa.edu.au - Year Three Gold
massimi.tiana@cathednet.wa.edu.au - Year Three Blue

Website Posts
Please remember to check the ‘Year Three’ space on our school website regularly as important notes and messages will be posted here.
Writing
Throughout Term One, students will be developing both their persuasive and narrative writing skills. We will begin with persuasive writing and we will investigate how to structure a persuasive piece of writing by examining different examples of persuasive texts. We will then work through the writing process of planning, drafting, revising, editing and then publishing our own persuasive piece of writing. The students will then develop their understanding of figurative language by being exposed to different types of figurative language and then they will be provided with the opportunity to write their own. This will then lead into narrative writing. The students will be reading through storybooks and working together to 'nut out' the structure of a narrative and then they will write their own narrative.

Reading
In reading, students will be explicitly taught comprehension strategies that will assist them to develop their ability to understand texts. The first comprehension strategy we are focusing on this term is fact or opinion. When reading, it is important to understand the difference between facts and opinions and to be able to work out which is which. A fact is something that is true and can be checked. An opinion is something that someone believes is true and can't be checked as easily. Students will learn how to identify facts and opinions and they will develop an understanding of how they differ. The next comprehension strategy we are focusing on is point of view and purpose. The writer's point of view is his or her opinion about a subject and the writer's purpose for writing explains why the text was written. Students will learn to work out how and what the writer was thinking and to use this to help them make decisions about the writer's point of view.
In addition to learning different comprehension strategies, this term, the students will also read a variety of texts including informational, story picture books and poems. Students will use these texts to complete a range of reading response activities.

Literacy Pro Reading Program
This year the students will participate in the Literacy Pro Reading Program. This program aims to motivate and encourage children to read at home and helps teachers to set measurable goals for students, monitor and evaluate the reading practice of each individual as well as easily track their progress. In addition, as parents you will have a clearer understanding of your child's progress and a selection of books that are suited to your child's reading level. Once students have finished reading a book they complete a short, online quiz that will evaluate their understanding of the text they have just read. This program is geared for students who have an independent reading level so some children won't be ready to use this program until later in the year.
This term Year Three will begin by focusing on Number and Algebra concepts. Odd and even numbers, place value including reading, writing and ordering numbers as well as rounding numbers will be our focus for the first few weeks. The students will then cover Measurement and Geometry concepts and the focus will be on measuring, ordering and comparing objects using familiar metric units of length as well as making models of three-dimensional objects and describing key features. We will end the term by covering Statistics and Probability concepts focusing on chance.

As part of mental maths the students will work on recalling basic addition and subtraction facts. They will learn how to add and subtract numbers using different mental strategies.

MAI
Students in Years Three and Four were individually interviewed and then placed into groups according to growth points (meeting children at their point of need). The Year Three and Four students have been combined and each teacher, along with Mrs Aroozoo, one of our key support teachers, is in charge of planning for a particular growth point. The students will be working in focus groups to improve their understanding of place value. Working in a group with students of similar needs will assist all students to improve their understanding of number concepts in a supportive ‘hands on’ way.

Mathletics
Mathletics is an online learning resource, which aims to help students enjoy mathematics and improve their results through practise. It consists of a range of mathematics activities from various topics covering the Australian Curriculum. The benefits for students of using this resource is that they are engaged and motivated to learn. The site is easy to use, children are provided with immediate feedback, questions are tailored to the ability of individual students and it provides a link between home and school mathematics work.

Students will be assigned a username and password so that they are able to access the site. It will be primarily used as a Purposeful Practice tool. Tasks will be set for the students to complete at home to consolidate the learning that is happening in class.
The first Religious Education unit to be studied in Year Three is ‘Water of Life’. Human life is a great gift, which God gives to every person when God creates their souls. Because they have life, human beings can do and enjoy so many things.

The unit begins with wondering at the gift of human life and, in particular, the gift of the human soul. A person’s soul, once created, never dies. As people realise this, they realise that God lives forever.

While the gift of human life in the world is wonderful, Jesus teaches of a greater life of unimaginable happiness that people will experience with God after they die, which is called heaven. God so wants people to be with Him in heaven that Jesus, God the Son, came to teach them about what happens after people die.

The unit explores how sometimes it is hard for people to live the life of friendship with God that leads to heaven. Jesus gave them Baptism to share joyously in God’s own life, enabling them to overcome difficulties. With the help of God, who lives in each person, in a special way through Baptism, they can grow in love and goodness. Gradually, people get better at this, and draw closer to God as they do so.

The unit goes on to explore how Christians celebrate Baptism, reminding them that God comes to live in a person in a special way through Baptism so that through Baptism people become members of God’s family. During the celebration of Baptism, members of the Church pray to special, fellow family members asking for their prayers so that Jesus will help them when they are finding it hard to love and do good, as he taught. One way people live as Jesus taught is through living the call of the Fifth Commandment, which is to care for their own and others’ health.

Finally, the unit reviews ways followers of Jesus continue to try to live in ways that will draw them closer always to God.

You could help your child during this unit by, for example:

• sharing with them how you feel about having a soul which means you live forever
• discussing with your child the different ways your family enjoys the gift of life
• making a list of things that make you (and other family members) happy, and adding to this regularly
• praying that all who have died will be at peace with God in heaven
• praying to the saints after whom family members are named
• talking with them about their own baptism or a baptism they have attended
WEEKS SIX TO TEN

Our second unit is, ‘Loving Like Jesus’. The human body was created so that human beings can express the goodness created in them by God.

The unit begins with wondering at how we experience our life as bodily beings (somebodies). This leads people to wonder at God who created our bodies for a purpose. As people discover more about their bodies they discover that God wants to relate with them.

The unit then explores ways in which Jesus, in coming to help people, showed them how to relate with God. The unit then introduces to the children how friends of Jesus celebrate who he is, especially during the time of Lent/Easter.

Finally, the unit explores ways in which members of God’s family are called to show love through their bodies.

You could help your child during this unit by, for example:

- sharing with your child memories of the changes in their bodies since they were born, for example, when they crawled, how their bodies responded to cuddles and hugs, etc.
- discussing with your child the different ways your family show their love for each other in a bodily way, for example, laughing, doing chores at home, hugging, play wrestling, expressing sadness, etc.
- participating in Parish Lenten and Easter activities

FRUITS OF THE HOLY SPIRIT
(A WHOLE SCHOOL FOCUS)

Weeks One to Five – Kindness
(Year Three Focus: Interact positively with others – making requests not demands)

Weeks Six to Ten – Self Control
(Year Three Focus: Do what is expected without supervision – choose wisely)
This term our whole school focus is ‘Community’ and through learning about the values and beliefs of different cultures within our community students can develop and show respect towards everyone.

Our specific focus in Year Three is ‘Indigenous Inspirations’. Students will investigate some of the mistakes made by the British when they first came to Australia in the way they treated the original inhabitants of our country, the Australian Aborigines. They will explore the challenges that have faced indigenous Australians then and since.

As a result of this unit students will develop an understanding of the importance of respectful interactions between divergent communities.

The Habits of Mind are a set of 16 attributes of what humans do when they behave intelligently when confronted with problems, the answers to which are not immediately known. This term, as part of our ‘Community’ unit, the students will be developing the following Habits of Mind:

- Persisting
- Thinking and communicating with clarity and precision
Thank you for taking the time to read the information provided in this booklet. If you have any questions that we haven’t answered please feel free to email us and we will endeavour to reply by email, phone or in person as soon as we can. We look forward to your ongoing support as we journey through this year.

Thank you,

Mrs Daniela Walker and Miss Tiana Massimi

Year Three Class Teachers 2016
Wednesday 10th February – Ash Wednesday Whole School Mass (9:00 am)

Wednesday 2nd March – Community Mass (8:00 am)

Wednesday 2nd March – School Photos (Day One)

Thursday 3rd March – School Photos (Day Two)

Saturday 5th March – Sacramental Commitment Mass (6:30 pm)

Sunday 6th March – Sacramental Commitment Masses (7:15 am, 9:00 am and 5:00 pm)

Monday 7th March – Labor Day Public Holiday

Weeks Six – Two-Way Interviews

Saturday 12th March – Sacramental Commitment Mass (6:30 pm)

Sunday 13th March – Sacramental Commitment Masses (7:15 am, 9:00 am and 5:00 pm)

Week Seven – Two-Way Interviews

Friday 18th March – Gannon House Day

Sunday 20th March – School Fete

Wednesday 23rd March – Open Night (4:00 to 6:00 pm)

Thursday 24th March – Holy Week Tableau (2:15 pm)
Friday 25th March – Good Friday Public Holiday

Monday 28th March – Easter Monday Public Holiday

Tuesday 29th March – Easter Tuesday Public Holiday

Friday 1st April – Saint Emilie’s Family Night

Saturday 2nd April – Parish/School Busy Bee (8:00 am to 12:00 pm)

Wednesday 6th April – Community Mass (8:00 am)

Friday 8th April – Last Day Of School