Parents Can Be Teachers Too

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, the tools she 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 by her 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 nor brought.
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.

Author Unknown.
God Created Children

To those of us who have children in our lives, whether they are our own, grandchildren, nieces, nephews, or students... here is something to make you chuckle.

Whenever your children are out of control, you can take comfort from the thought that even God's omnipotence did not extend to His own children.

After creating heaven and earth, God created Adam and Eve.

And the first thing He said was 'DON'T!'
'Don't what?' Adam replied.
'Don't eat the forbidden fruit.' God said.
'Forbidden fruit?
We have forbidden fruit?
Hey Eve...we have forbidden fruit!'
'No Way!'
'Yes way!'
'Do NOT eat the fruit!' said God.
'Why?'

'Because I am your Father and I said so!' God replied, wondering why He hadn't stopped creation after making the elephants.

A few minutes later, God saw His children having an apple break and He was ticked!

'Didn't I tell you not to eat the fruit?' God asked.
'Uh huh.' Adam replied.
'Then why did you?' said the Father.
'I don't know,' said Eve.
'She started it!' Adam said.
'Did not!'
'Did too!'
'DID NOT!'

Having had it with the two of them, God's punishment was that Adam and Eve should have children of their own.

Thus the pattern was set and it has never changed.

BUT THERE IS REASSURANCE IN THE STORY!

If you have persistently and lovingly tried to give children wisdom and they haven't taken it, don't be hard on yourself.

If God had trouble raising children, what makes you think it would be a piece of cake for you?
Welcome to Year 5!

Welcome back to the new school year, we trust that you had a safe and enjoyable holiday period and are ready for a great year ahead.

We are delighted to have your child in our class and are looking forward to getting to know them well throughout the year. We have high, but realistic expectations for each child and we will work hard to help them achieve their full potential. Each year we strive 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 environment.

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

Some of you may have questions about life in Year Five. Hopefully this booklet will assist you with answering most of these. However if you need any further clarification, or would like to make us aware of anything pertinent to your child, please feel free to email (address below) or make an appointment. We do ask however, that you please give your child at least a few weeks to settle into Year Five, not only so they can get used to the new environment but also so we can get to know them better. We have a Two Way Interview set aside in Week 6 (see Term Planner) which will give you a valuable opportunity to ask questions and to discuss your child’s progress to this point. Bookings can be made online via the website. The Office will email you to let you know when bookings are open.

We are really looking forward to working with yourselves, with your children and with our colleagues to ensure that your child really shines this year in all the ways that really matter. We thank you in anticipation of your ongoing support.

Kind Regards,

Miss Chantelle Goodall & Miss Alycia Thomas

goodall.chantelle@cathednet.wa.edu.au
thomas.alycia@cathednet.wa.edu.au
Year 5 Class Teachers
"Learning is a treasure that will follow its owner everywhere." (Chinese Proverb)

Education of the whole child forms the basis of a sound educational learning journey. It is my belief that all students should be offered stimulating learning experiences that support them to develop to their full potential. My task as classroom teacher, is to provide a physically and emotionally safe learning environment both in and out of the classroom, in which they can grow and learn.

The world is changing at an incredible rate and our children need to be well equipped for it. I believe that learning to adapt to change is a vital ingredient to ongoing success in life. Although it can be confronting at times, being able to embrace change, rather than fear it, has the potential to help us all to grow as people, and this for me is such an exciting concept to teach children.

I pride myself on continuously striving to create interesting and challenging learning experiences for all students. I pay close attention to the diverse learning abilities of individual students within my classroom and consistently plan, reassess and attend to how I can best differentiate within lessons to ensure that each student has multiple opportunities to demonstrate what they know.

I place a strong emphasis on developing student independence and leadership skills. I believe that every child should be given opportunities to incrementally master their environment, by allowing them to make certain choices in regard to aspects of their learning. Students are encouraged to be active participants in classroom decision making on specific roles within the classroom, and learn to overcome any particular social and/or learning challenges, with the support and guidance of myself, parents and the wider school community.
Teaching Philosophy

Alycia Thomas

The start of each year is a time when I often reflect on why I chose to become a teacher and I always arrive at the realisation that teaching is a job where you have an opportunity to really make a difference in the life of a child.

My main goal is to encourage students to learn - about themselves, about others and to develop the knowledge, understandings and skills that will set them up well for the years ahead. I strive to be a positive influence on the children in my care, helping them to grow in all ways possible. I am an enthusiastic and passionate teacher and I will be working hard to support your child to achieve their learning goals throughout the year.

I am committed to ‘preparing and inspiring’ rather than merely transferring knowledge. This involves helping students build upon the skills they need to learn. With support and guidance from home and school, students will be encouraged to question, search, discover and rediscover knowledge about themselves, one another and their world.

I teach with enthusiasm and a desire to share my love of learning with the children. I believe that teaching should be as interactive as possible and that students should be actively engaged in the learning experience. Therefore I ensure an active, ‘hands on’ approach to teaching, which enriches student understanding of content. I provide an encouraging and supportive learning environment where students are well supported to reach learning goals and to realise their full potential.
Learning Experiences

At this important stage of your children's schooling experience, there is a very strong focus on consolidating Literacy and Numeracy skills. Literacy work includes spelling, reading, writing, spoken language and written and visual comprehension.

Numeracy lessons include mental mathematics skills, basic facts (addition, subtraction, division and multiplication), patternning and will expand to cover topics such as decimals, fractions, measurement, graphing and space, building on the knowledge from previous years and extending student knowledge and understanding.

Each term students will complete an integrated learning topic. Integrated Studies involves bringing together traditionally separate subjects so that students can grasp a more authentic understanding of a particular concept. This term, students will be exploring the concept of 'COMMUNITY - Government - Get it? Got it? Good'. Students will look at how our National community is governed. They will investigate Australia's democratic values, principles and processes, the democratic rights of groups within our Australian Community and law making and breaking.

Throughout the year students will explore a variety of integrated learning topics. These units of work provide students with the opportunity to pose their own questions and develop their research skills. Students are provided with class time to complete tasks related to the inquiry topic. Some aspects may need to be completed in their own time as part of their Purposeful Practice Grid.

Term 1 - Community

Term 2 - Change

Term 3 - Necessity

Term 4 - Curiosity

Religious Education is regarded as the first learning area in the Catholic school curriculum. The aim of Religious Education in all Catholic schools is to teach children about their Catholic faith. Throughout the year, you are encouraged to play an active part in your child’s spiritual development by talking with your child about what they are learning in RE, by trying to attend class and/or school masses when you can and by modelling Catholic beliefs and values and the value of prayer at home in daily life.
Religion Unit Weeks 1 - 5: 'We Are Called'

This Year Five unit explores how people engage in activities that are good for themselves and the community. As we explore the meaning of work, the students come to understand that through their work activities, they help care for others, creation and themselves.

The unit calls on us to join in God’s work of developing the earth and the rest of creation. He creates within each person the gifts they need to contribute to His work in the ways he has planned for them. God creates in each person personal gifts that contribute to God’s work in special ways.

The unit explores how Jesus came to do special work, which is to draw every human being into a new and close relationship with God. Jesus shares his special work through Baptism. The children are called to share in the special work of Jesus such as lay followers, priests and consecrated religious.

We as followers of Jesus are called to teach others to keep God’s commandments, these teach important lessons about God’s vision of human work.

You could help your child during this unit by:

- Discussing with your child the gifts and talents they have
- Talking about the positives of your work and how you are part of a bigger community
- Sharing your memories of your child’s Baptism

Class Structure

Literacy Dedicated Time is held in the morning block. Literacy work includes reading, writing, spelling, language conventions activities as well as spoken language and written and visual comprehension. Please continue to encourage your child to read as often as possible. We suggest that your child reads for pleasure for approximately 15-20 minutes each night.

Numeracy dedicated time is in the middle block. Lessons are very structured and begin with mental maths skills or a concept game. This is followed by teacher modelling of new skills and strategies. Then the students break up into small group/partner work, independent tasks and finish with a class reflection/discussion about of the learning that has taken place. By Year 5 it is important that students are confident with basic facts and their times tables as this underpins all mathematical learning. We are having a whole school focus on times tables this year so please get behind this at home as once your child has their tables, they have them for life!
This year NAPLAN testing will take place from the week of the 10th May.

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 as this helps with concentration and energy levels.

Purposeful Practice

The PP Grid will be uploaded to the class web page fortnightly along with any other resources they may need to complete the assigned tasks. Purposeful practice tasks are important for our Year 5 students as they begin to develop their planning, organisational and time management skills. The Purposeful Practice Policy can be found on the school website. Homework (Purposeful Practice) should be purposeful, short, related to what is going on at school and should not dominate home life. If students do not finish their class work to a satisfactory standard during the allocated class time, they may be required to complete this work at home. If your child is struggling with homework or is not getting it done you are asked to send a note as soon as possible so that this can be addressed.

Students need to bring all books and a pencil case to school each day. A good idea is to have another pencil case at home for homework. Please check the class page on the website each fortnight for information about homework, upcoming events and notes from the teacher.

Mathletics is an excellent resource that is used to assist your child in Numeracy. Each child has their own login and can access this from home. Tasks will be set for your child to complete and once they have been completed it will give them a score. These tasks will link in with the topics being covered in class to further develop their skills.

Marking of Student’s Work

While not every piece of work completed by students will be marked, this doesn’t mean that it has not been viewed by ourselves or others e.g. 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 Five include:
- Harmony Leaves
- House Tokens
- Verbal Praise and recognition
- Reward cards/prizes
- Individual/class rewards such as free time, computer play etc...

Parents will only be contacted should the behaviour warrant your attention, 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 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 closely as a team to address behaviour issues as close as possible to the time it happens so that good learning can be made from inappropriate choices. When parent and staff are ‘on the same page’ and support one another, there will always be better outcomes for the children.

Class Rules

Below is a list of ‘Core Values’ that we support students to strive for...

St Emilie’s Four Core Values

<table>
<thead>
<tr>
<th>We will respect each other</th>
<th>We will strive for excellence in all we do</th>
</tr>
</thead>
<tbody>
<tr>
<td>§ We include others in all games</td>
<td>§ We try to do your best</td>
</tr>
<tr>
<td>§ We make people feel welcome</td>
<td>§ We set ourselves goals and work hard to achieve them</td>
</tr>
<tr>
<td>§ We use our manners</td>
<td>§ We never give up</td>
</tr>
<tr>
<td>§ We speak one at a time</td>
<td>§ We don’t let anything bring us down</td>
</tr>
<tr>
<td>§ We put our hand up to speak</td>
<td>§ We practice to become better</td>
</tr>
<tr>
<td>§ We pass things, not throw them</td>
<td>§ We aren’t afraid to try new things</td>
</tr>
<tr>
<td>§ We work quietly</td>
<td>§ We learn from our mistakes</td>
</tr>
<tr>
<td>§ We treat others with care</td>
<td>§ We put effort into all we do - even subjects we don’t enjoy</td>
</tr>
<tr>
<td>§ We respect each others’ property</td>
<td>§ We think before we say or do anything</td>
</tr>
<tr>
<td>§ We follow instructions the first time</td>
<td>§ We believe in ourselves and each other</td>
</tr>
<tr>
<td>§ We support others to learn</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We will build emotional well-being</th>
<th>We will provide a safe and nurturing environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>§ We include everyone</td>
<td>§ We pick up rubbish</td>
</tr>
<tr>
<td>§ We smile and be happy</td>
<td>§ We take care of the plants and gardens</td>
</tr>
<tr>
<td>§ We are positive</td>
<td>§ We help people when they are hurt</td>
</tr>
<tr>
<td>§ We cheer others up when they are feeling sad</td>
<td>§ We walk at school - especially on the bricks / paving and indoors</td>
</tr>
<tr>
<td>§ We feel good about ourselves</td>
<td>§ We reduce, reuse and recycle</td>
</tr>
<tr>
<td>§ We don’t let others bring us down</td>
<td>§ We help others willingly</td>
</tr>
<tr>
<td>§ We avoid dwelling on the negative</td>
<td>§ We are aware of strangers on school property</td>
</tr>
<tr>
<td>§ We use tact and consider the feelings of others</td>
<td>§ We look out for and remind younger students of safety issues</td>
</tr>
</tbody>
</table>
Specialist Timetable

In addition to the classroom teacher, the students can look forward to learning in the specialist areas of Music, Health, Sport, Science and Cultural Studies.

The timetable is as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Subject</th>
<th>Teacher</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Sport</td>
<td>Mr Paul Davis</td>
<td>House shirt/sports uniform</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Mr Nick Dabbs</td>
<td>Recorder</td>
</tr>
<tr>
<td></td>
<td>Cultural Studies</td>
<td>Mrs Tracy Aroozoo</td>
<td>5B even weeks &amp; 5G odd weeks</td>
</tr>
<tr>
<td>Thursday</td>
<td>Health</td>
<td>Mr Paul Davis</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Science</td>
<td>Mrs Kerrie Cogger</td>
<td>5B odd weeks &amp; 5G even weeks</td>
</tr>
<tr>
<td></td>
<td>Senior Sport</td>
<td>Class Teachers</td>
<td>Sports uniform</td>
</tr>
</tbody>
</table>

Parent interviews/Open Night

Two Way interviews, Three Way interviews and Parent Open Nights are a great way for parents to find out more about their child’s learning. Students thrive on celebrating their success and attainment of goals. Three Ways give students a positive, supportive avenue for sharing their learning progress. Please be reminded that Three Way interviews and Open Nights are not forum for parents to discuss matters that are best left for a parent-teacher conversation.
All You Need to Know About Year 5!

Absences

A note/email from parents must be given if a child is absent from school for any period of time for accountability/legal purposes. Please send these in promptly after the period of absence. We have given you a form that can be easily filled out and sent back to school on your child’s return. If your child is absent please notify the office or classroom teacher by phone or email on the morning of their absence.

Afternoon Procedures

Children are dismissed at 3pm on Monday to Friday. They will have their homework and notes inside their homework folder. The back gate will be open from 3:00pm until 3:10pm each day. Once the gate is closed students will be asked to make their way to the front of the school and wait to be picked up from there.

Belongings

All students should have each item of their property labelled with a name. Students are responsible for their own items, including hats and will need to maintain the presentation of them. For example, any books that have graffiti on them or torn will need to be replaced immediately.

Birthdays

Please do not send in any treats on your child’s birthday. Rest assured we will certainly celebrate them and their special day.

Class Page

We have set up a class page that will be used as a form of communication between home and school for both students and parents. Please visit: http://stemiliesyear5.wordpress.com

Food Allergies

At St. Emilie’s we have children with severe food allergies. Please keep this in mind when sending food to school.
If you would like to volunteer as Class Rep for your child's class this year, please contact your classroom teacher. The main role of the Class Rep is to communicate with families about important dates and events. Your support and assistance is greatly appreciated.

Our School fete is on Sunday the 20th of March and we would love your help. Can you donate prizes? Can you donate time? Please contact your child's classroom teacher or Administration for more information.

**Late Arrivals**

If your child arrives at school after 8:45am, their parent/guardian must sign them in at the office.

**Leaving/Returning to school during school hours**

If you are removing your child from the school grounds during the day, or if your child is returning to school you must do this via the office. You will be given a coloured pass, which must be given to your class teacher. All appointments need to be made outside of school hours and if your child is absent for a part of the day or a whole day for any reason, a note is required.

**Lunches / Snacks**

All children must be sent to school with a healthy snack for ‘crunch and sip’ and a healthy recess/lunch to ensure they have enough energy to concentrate during the day. St. Emilie’s is a nut free and ‘Allergy Aware’ school.

**Medical issues**

If your child needs to take medication that will affect their participation in school activities, please advise the school. In addition, if your child requires medicines to be administered during school hours the appropriate form needs to be completed. These are available in the office.
Morning Procedures

Children must not arrive at school any earlier than 8.30am as the doors do not open until this time and there is no adult supervision. Once in the classroom children have approximately 10 minutes to get organised for the school day.

Technology

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?

Water Bottles

Children will always be allowed to keep their water bottle in the classroom, however they must only contain water (no cordial, juices etc)

Thank you for taking the time to read the information provided in this booklet. We look forward to your ongoing support as we journey through the year.

Thank you,
Miss Chantelle Goodall & Miss Alycia Thomas
Here’s a 5-point checklist to help you stay focused and be effective if your child experiences any problems here at school.

1. Stay calm and avoid the "first impulse"
   Don’t get on the phone/email straight away when things go wrong. It’s natural to protect or defend your children, particularly when you think that they have come in for some unfair treatment. However, acting when you are full of emotion is not helpful in the long run. Take your time to think through how you might best assist your child.

2. Get all the facts.
   Children can be faulty observers at times and often only see one side of a story. Calmly ask good questions to help the full story emerge.

3. Go through the right channels.
   Approach the school calmly, going directly to your child’s teacher for clarification. At times, the Leadership Team may also support the process if needed.

   State the problem as you see it and view your child’s teacher as an ally. ‘I’m really worried about my son/daughter. They have been acting differently lately and I need some help’ is the type of approach that will elicit a supportive response. Talk about your concerns and keep the discussion focused firmly on collaborating with your teacher to support your child’s needs. Listen to your teacher’s viewpoint, valuing a different perspective.

5. Stay in Touch
   Be realistic with your expectations, remembering that some problems may not be resolved straight away. Be prepared to work alongside your child’s teacher over the long term, which means you need to keep communicating and supporting each other.