

PARENT INFORMATION BOOKLET



YEAR FIVE

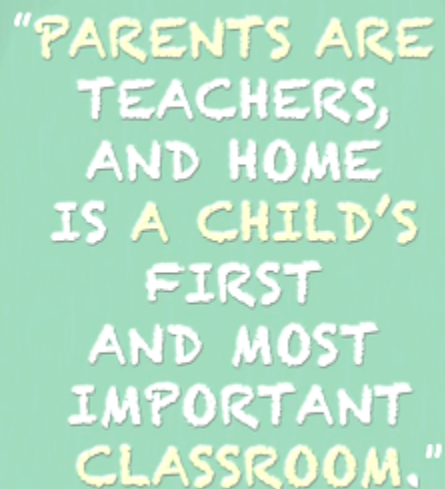
~ 2017 ~

POEM - 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.



"PARENTS ARE
TEACHERS,
AND HOME
IS A CHILD'S
FIRST
AND MOST
IMPORTANT
CLASSROOM."

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 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 discuss your child's progress further. Bookings can be made online via the school website. The Office will email you to let you know when bookings are open.

We are looking forward to working with you to ensure that your child really shines this year in all the ways that really matter. We thank you in anticipation for your ongoing support.

Kind Regards,

Dan & Alycia

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TEACHING PHILOSOPHY

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I have had the opportunity to work in the Western Australian, Victorian and United Kingdom Education Systems during my career. In this time, I have gained a tremendous amount of experience and knowledge in these different learning environments and I am committed to becoming the best educator I can be.

I am constantly looking for new ideas and techniques to excite and motivate students. I take time to listen and talk to each of my students about things that are important to them and share my own experiences and interests with them. I provide students with an environment in which they feel valued, safe and confident of achieving success.

My students are encouraged to independently discover ideas and concepts through motivating student-centered activities. I meet the diverse needs and learning styles of students by planning a range of learning experiences which provide them with opportunities to succeed. I implement programs that not only follow curriculum guidelines, but also motivate students and cater for their individual needs.

I believe appropriate feedback is critically important in improving student outcomes. I ensure my feedback is instantaneous and on-going, and that it provides a clear outline of what is required to improve. I also encourage students to provide appropriate feedback to peers as part of the self reflection and evaluation process.

Through modelling and classroom strategies based on cooperation and mutual support, I create an environment where students feel comfortable to pursue inquiries and express themselves. They take responsibility for their learning and are prepared to pursue and try out new ideas.

I build quality relationships with students and parents, based on respect, value and care. I enjoy getting to know each student and their family and I am excited to work with you - their parents - throughout the 2017 school year.

TEACHING PHILOSOPHY

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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.

TEACHERS
WHO *love*
TEACHING
teach
CHILDREN
TO *love*
LEARNING

— ❖ —
A CHILD HAS A SPECIAL WAY,
❖ of adding joy ❖
to every day!
— ❖ —

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 activities include spelling, reading, writing, spoken language and written and visual comprehension tasks.

Numeracy lessons include mental mathematics skills, basic facts (addition, subtraction, division and multiplication), patterning and will expand to cover topics such as decimals, fractions, measurement, graphing and space, building on the knowledge from previous years and extending student 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. During term one, students will be exploring the concept of **Identity**

This unit explores physical, social and emotional changes experienced during adolescence. Students learn the importance of making the right choice when faced with ethical dilemmas and they will explore strategies and techniques to deal with different challenges.

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 - Identity

Term 2 - Sustainability

Term 3 - Social Justice

Term 4 - Creativity



How to help your child

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.

Year Five Unit: Work and Prayer

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



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Literacy dedicated time takes place during our morning session. This involves 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 usually occurs between recess and lunch.. Lessons are very structured and begin with mental math's skills or a concept based game. This is followed by teacher modelling of new skills and strategies. Students then break up into small groups, or work independently or with a partner, and finish with a class reflection/discussion about the learning that has taken place. By Year 5, it is important students are confident with basic facts and their times tables as this underpins all mathematical learning. Our whole school focus on times tables will continue this year so please get behind this at home as this is a skill they will have for life!

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This year NAPLAN testing will take place from the week of the /i' 'C Vnidi] Z ' ' i' 'C Vn\$
Please remember:

- Don't stress your child out about tests - this will only place undue pressure on them.
- 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.
- Make sure you don't book any holidays during this time.

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The PP Grid will be uploaded to the "Google Classroom" app fortnightly, along with any other resources that may be required to complete assigned tasks. Purposeful practice tasks are important for our Year 5 students as they begin to develop planning, organisational and time management skills. The School 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 completing it to a satisfactory standard, you are asked to send a note as soon as possible so that this can be addressed.

Students need to bring all books and belongings to school each day. A good idea is to have a pencil case at home for homework. FaZVhZ X] ZX` i] Z Xa/hh1eV\Z dc i] Z I ZVh1Z g' \j aVgn [dg
c [dg b Vi 'dc VVdj i j eXdb c\ ZkZcihVcY' cdi Zh [gdb i] Z iZVX] Zg\$

CVI] aZi Xh 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 these, they will be given them a score. These tasks are linked to topics being covered in class to further develop the student's skills.

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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, peers etc. Some tasks are marked digitally, some 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.

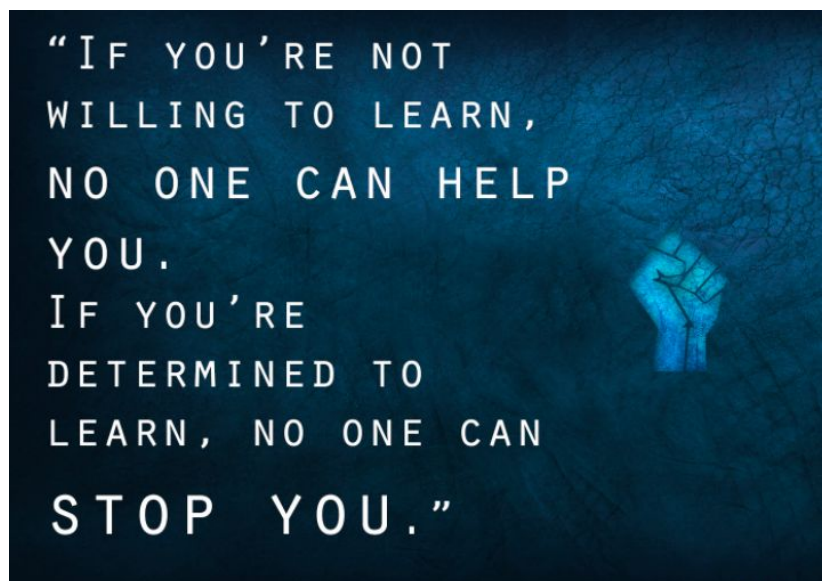
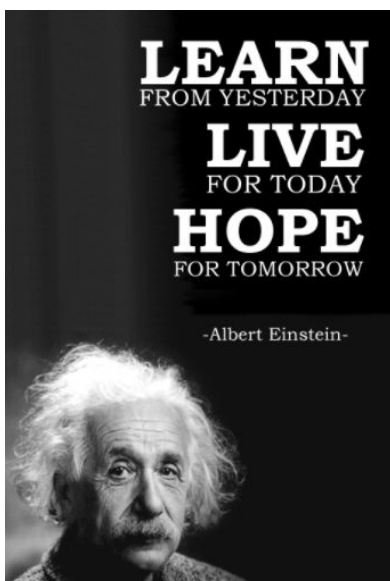


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Rewards for positive behaviours in Year Five include:

- Harmony Leaves
- House Tokens
- Verbal Praise and recognition
- Reward cards/prizes
- Individual/class rewards such as free choice of seating, game time etc...

Parents will only be contacted should a 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 members of the Leadership Team may become involved. While this generally doesn't happen often, if it does, 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 occurs 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.



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:

Time	Subject	Teacher
1.10pm to 2.50pm 5G ODD weeks 5B EVEN weeks	Japanese	Mrs Tracy Aroozoo
9:00 am 5B 9:45 am 5G	Physical Education	Mr Paul Davis
9:00 am 5G 9:45 am 5B	Music	Mr Nick Dabbs
1.10pm to 2.50pm 5B ODD weeks 5G EVEN weeks	Science	Mrs Kerrie Cogger
9:00 am 5B 9:45 am 5G	Health	Mr Paul Davis
	Senior Sport	Class Teachers

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

ST EMILIE'S FOUR CORE VALUES

We will respect each other

- * We include others in all games
- * We make people feel welcome
 - * We use our manners
 - * We speak one at a time
- * We put our hand up to speak
- * We pass things, not throw them
 - * We work quietly
 - * We treat others with care
- * We respect each other's' property
- * We follow instructions the first time
 - * We support others to learn

We will strive for excellence in all we do

- * We try to do your best
- * We set ourselves goals and work hard to achieve them
 - * We never give up
- * We don't let anything bring us down
 - * We practise to become better
- * We aren't be afraid to try new things
 - * We learn from our mistakes
 - * We put effort into all we do
- * We think before we say or do anything
- * We believe in ourselves and each other

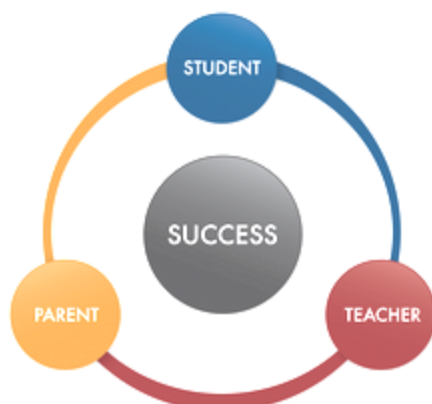
We will build emotional well-being

- * We include everyone
- * We smile and be happy
 - * We are positive
- * We cheer others up when they are feeling sad
 - * We feel good about ourselves
 - * We don't let others bring us down
 - * We avoid dwelling on the negative
- * We use tact and consider the feelings of others

We will provide a safe and nurturing environment

- * We pick up rubbish
- * We take care of the plants and gardens
 - * We help people when they are hurt
- * We move around our school in a responsible way
 - * We reduce, reuse and recycle
 - * We help others willingly
- * We are aware of strangers on school property

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!

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A note/email from parents **b j hi** be given if a child is absent from school for **Vcn** period of time for accountability/legal purposes. **FāVhZ hZcY i] ZhZ 'c' eglb ei an** 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 email or using the St Emilie's App on the morning of their absence.

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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.

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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.

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

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At St. Emilie's we have children with severe food allergies. Please keep this in mind when sending food to school.



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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.

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

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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.

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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. Emile's is a nut free and 'Allergy Aware' school.



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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.

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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.

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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?



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

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Please check the school website regularly and class page for information and updates.

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.

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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 when there is a problem with a fellow student or teacher. 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.

4. Looking for solutions rather than blame.

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.

Children
are not things
to be moulded,
but people
to be unfolded.

- Jess Lair