

Year Three Parent
Information
Booklet 2018



Loving God,
We thank you for blessing
the precious children in our care,
with Your infinite and unconditional love.
Grant us all the wisdom to guide them in the
ways of goodness, kindness, peace and justice.

Help us to be authentic role models - slow to
anger and quick to encourage.
Watch over us, guide us and strengthen us on
our journey, so that we can support and inspire
our children to flourish, as learners and as
children of the light!

We make this prayer in the name of Your Son,
Jesus Christ.

Amen



Dear Parents,

Welcome back to a new school year; we hope 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 discover even more of their wonderful potential. We aim 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 children are set up for real success – socially, emotionally, physically, spiritually and academically.

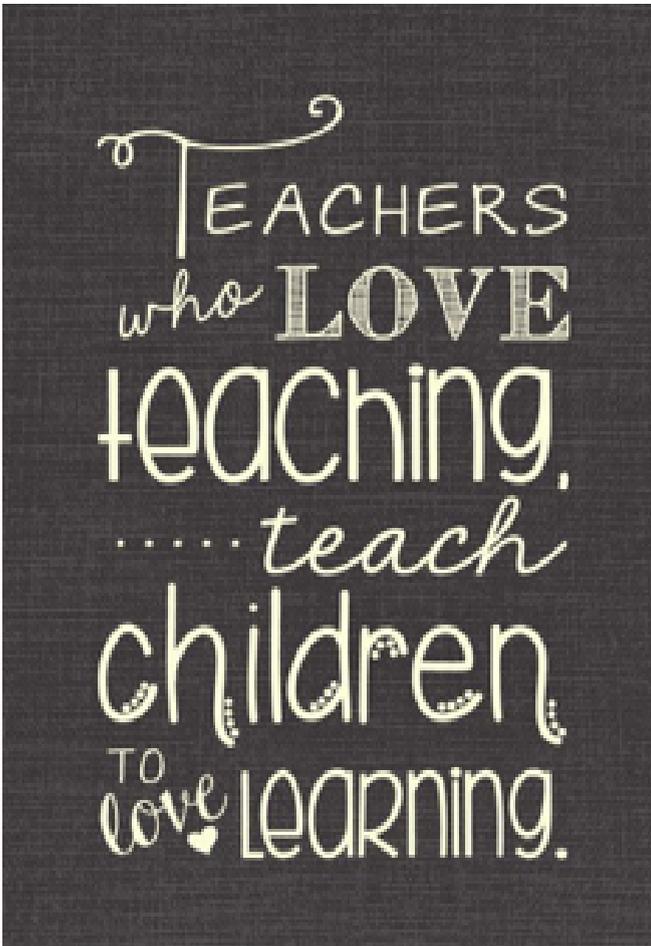
Some of you may have questions about life in Year Three. Hopefully this booklet, along with the Parent Handbook on the school website, will assist you with answering most of these. If you have any further questions or would like to make us aware of anything that is particularly pertinent to your child, please feel free to email or make an appointment. We do however 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 will be a valuable opportunity to share important information about your child and their learning with you so please look out for this opportunity when bookings open.

We are really looking forward to the year ahead and working closely and positively with you, with students and our colleagues to further your child's education and foster a real love of learning!

Regards,

Miss Chantelle Goodall and Miss Tiana Massimi
2018 Year Three Class Teachers

Our Teaching Philosophy



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 cooperatively with parents in order to maximise the learning opportunity for each child.

All you need to know about Year Three...

Outline of Daily Class Routines

- Classroom doors open at 8:30 am. When the students come into the room they have 10 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, access a new Lexia Core 5 level or complete any unfinished work.
- Students then have daily fitness from 8.40 - 8.55am
- 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 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, Japanese with Mrs Tracy Aroozoo and Science with Mrs Kerrie Cogger.

The specialist timetable is as follows:

Year Three Gold		
Day	Subject	Time
Monday	Japanese	10.50 - 11.40
Monday	Physical Education	11.40 - 12.30
Tuesday	Music	1.10 - 2.00
Thursday	Health	2.00 - 2.50
Thursday (even weeks)	Science	10.50 - 12.30

Year Three Blue		
Day	Subject	Time
Monday	Physical Education	10.50 - 11.40
Monday	Japanese	11.40 - 12.30
Tuesday	Music	2.00 - 2.50
Thursday	Health	1.10 - 2.00
Thursday (odd weeks)	Science	10.50 - 11.30

***Students are required to wear their coloured faction shirt on Monday.**

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 and Three - Purposeful Practice Grid

Weeks Four and Five - Purposeful Practice Grid

Week Six - No Homework

Weeks Seven and Eight - Purposeful Practice Grid

Weeks Nine and Ten - Purposeful Practice Grid

NAPLAN

This year NAPLAN testing will take place from the 15th to the 17th of May (Term Two - Week Three). It is very important that children are not taking extended holidays out of school hours leading up to May. Continuity of learning is most important and this is of course very difficult when children are absent from school.

Preparing Your Child for NAPLAN

Please remember:

- Don't stress your child out about assessments - 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
- Ensure that your child has a healthy diet - this assists with 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 a Parish-run workshop.

Commitment Masses:

Saturday 17th February- 6.30pm

Sunday 18th February - 9.00am and 5.00pm

Saturday 24th February - 6.30pm

Sunday 25th February - 9.00am and 5.00pm

First Reconciliation Workshop for children and parents:

Wednesday 13th June - 6.15pm.

Sacrament of First Reconciliation:

Tuesday 19th June - 3.30pm

Wednesday 20th June - 3.30pm

Thursday 21st June - 3.30pm

Thanksgiving Masses: (Children receive their First Reconciliation certificates at these Masses)

Saturday 23rd June - 6.30pm

Sunday 24th June - 9.00am and 5.00pm

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

Our ultimate 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 and support the development of children's self regulation and self-confidence, so that in the long term they can take increasing responsibility for their own behaviour choices.

Our classroom expectations will be developed with the children during the first week of school to ensure a shared understanding of the behaviours expected at St Emilie's and in Year Three. These expectations will be clearly displayed in the classroom where the children can refer to them and reflect upon them.

Our shared approach to behaviour management involves:

Positive encouragement and reinforcement

Verbal praise and rewards (mainly intrinsic) for good choices and behaviour

Being consistent and setting clear limits

Making learning relevant, purposeful and engaging for children

Anticipating potential problems

Encouraging and supporting children to take responsibility for their behaviour

Intervening when appropriate and only after the child has been given the opportunity to think things through and to solve the problem independently

Helping children recognise and express their feelings in a safe way

Providing opportunity and time for discussion and problem solving skills

If we have any concerns about your child's behaviour and the choices they are making, we will seek an interview with you to discuss the situation. If a student has continued to ignore class rules and teacher reminders, or if a particular behaviour is worthy of further investigation, the Leadership Team may assist, however this is not something to be concerned about. Our Leadership Team have a child-friendly, pastoral approach and are an integral part of supporting staff in the area of student well-being. Here at St Emilie's we work as a team and in a formative, rather than punitive way. Helping students to face the consequences of their choices is part of learning and growing up and ultimately builds character and responsibility. In saying this, we are more about catching students doing 'the right thing' and making safe, responsible, respectful choices for themselves and others.

Here at St Emilie's, we work together to address behaviour as close to the time it happens as possible, to reduce stress and to move forward in a more positive direction.

Parents are reminded that discussing any behaviour issues with the teacher, rather than with other parents, is the expected and most helpful way of supporting your child and our school.

Technology

In Year Three we have at least eight iPads in our classroom at all times and other opportunities when we have a class set of iPads. This will prepare them for a 1:1 environment in Year Four.

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 or email, or using the St. Emilie's app 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

Our Year Three Class Representative this year is:

Here are some ways that the class representative will support our class:

- Advertising any whole class get together opportunities
- Reminding class families about P&F events
- Being a friendly and positive voice in our community
- Encouraging parents to volunteer for P&F events
- Keeping a pastoral eye out and letting the leadership team know
- 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
- Robotics
- Mini Vinnies



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

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.
- School Website and Individual Student FreshGrade accounts – 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 important dates, up-to-date information and class posts.

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. Please avoid catching us at the door in the mornings as this is a very busy time of day and we need to have our attention on our children and the learning, thank you.

Emails

While quality communication is important, you are reminded to please keep emails short, to the point and not too frequent. Issues of an important or sensitive nature, or matters that require more than a short response, please make a time to meet with the teacher. It is also a school wide expectation that emails are written in a polite and respectful way at all times.

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

tiana.massimi@cewa.edu.au - Year Three Blue

chantelle.goodall@cewa.edu.au - Year Three Gold

Maths

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 some Measurement and Geometry concepts and the focus will be on creating and interpreting simple grid maps to show position and pathways, identifying symmetry in the environment as well as making models of three-dimensional objects and describing key features.

As part of mental maths the students will work on recalling basic addition facts. They will learn how to add 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.

Religious Education

Our first Religious Education unit to be studied in Year Three 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:

- 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.
- sharing Bible stories of Jesus using his body to relate with God and others [Luke 22:19-20; Matthew 19:13-15]
- participating in Parish Lenten and Easter activities

The second unit 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:

- 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

Fruits of the Holy Spirit Term 1

Kindness and Self Control

Integrated Guided Inquiry

The Game of Life

Rationale

By understanding who they are and how they have changed, students are better able to navigate challenging situations.



Investigation

Students will investigate:

- Managing challenging situations
- Cultural and personal identities
- Health messages in the media

Students will use strategies to manage changes to their identity. They will consider when they should trust health messages in the media and lead an active life. Students will say no when someone is pressuring them to do something they don't want to do. They will be conscious of how their identity is the same and different to other personal and cultural identities in the world.

Important Dates

31st January - Students commence Term 1, 2018

31st January - Parent Information Evening (5.45pm - 8.00pm)

7th February - Welcome & Commissioning Community Mass (8am)

14th February - Whole School Ash Wednesday Mass (9.00am)

16th February - Family Fun Night & Picnic (5.30pm - 7.30pm)

6th March - Two-Way Parent Teacher Interviews Begin

7th March - School Photo Day 1

8th March - School Photo Day 2

16th March - Two Way Parent Teacher Interviews End

16th March - Year Three Assembly (8.45am)

19th March - Gannon House Day/Harmony Day

28th March - Open Night (4.00pm - 6.00pm)

4th April - Community Mass (8.00am)

6th April - School Busy Bee (3.30pm - 6.00pm)

12th April - Last Day of Term 1



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,

Chantelle Goodall and Tiana Massimi
2018 Year Three Teachers