Year Three
Parent Information Night
2017
Prayer

God of wisdom and might,
be with our children as they begin
a new school year.
Bless them and their teachers and staff.
Give the strength and grace as their
bodies grow;
wisdom and knowledge to their minds
as they search for understanding;
and peace and enthusiasm to their hearts.
We ask this through Jesus Christ our Lord.

Amen.
21st Century Learning

“The 21st Century Fluencies have nothing to do with hardware - they are about headware, and heartware!”
- Global Digital Citizen Foundation

- Developing a Growth Mindset
- Higher order thinking skills and inquiry based approach to learning
- Enabling students to be engaged through accessing, analysing, understanding and applying information.
- Our classroom environment enhances this by being flexible - using zones to allow students to collaborate, access technology, work with the teacher or independently when they need to.
- Lee Crockett @leecrockett
Religious Education

The Religious Education Units of Work are mandated by the Archbishop. Religion lessons occur daily for 30 minutes and focus on the knowledge and understanding of the Gospel. The five outcomes in the RE learning area are interrelated and include:

- **Discovering God** - students understand that people come to discover God through experiences in creation.
- **Drawing on Human Experience** - students understand the content of the Christian message and its significance by relating it to examples drawn from human experience.
- **Knowing Jesus** - students know the person of Jesus, the model for living out the Christian mission in the world.
- **Living Like Jesus** - students understand that Catholics are empowered to live like Jesus the Saviour as they draw on the power of God’s Spirit.
- **Catholic Practices** - students demonstrate the skills necessary in order to read and apply Scripture to life and to participate in Catholic ritual and prayer.

**Term 1 - Units of Work:**
- Gathered As One
- Loving like Jesus (Jesus / Lent / Easter)
Literacy

Spelling
The Words Their Way Spelling Program is a student-centred approach to vocabulary growth and spelling development. It caters for differentiated learning by engaging students in a variety of sound, pattern and meaning activities. This program will be run between both Year 3 classrooms, where groups will be monitored by both classroom teachers, to allow more explicit teaching and one on one engagement with ability groups. New spelling words will be given out each Tuesday and spelling tests will occur each Monday.

Reading
We are excited about our new comprehension resource - Springboard into Comprehension. This program runs during our literacy blocks and involves whole class explicit teaching of comprehension strategies, followed by small group guided reading sessions to consolidate these skills.

Writing
Two text types are focused on each term in 5 week blocks. During these programs, students are exposed to different writing samples where we explore, label and experiment with text structure and language features. Through the gradual release model, students are given the opportunity to demonstrate their learning through the writing process of drafting and publishing their own writing piece for each text type. We have reviewed recounts this week and will begin working on expositions and narratives in the lead up to NAPLAN. Grammar, editing and punctuation are also important elements of the writing process which are taught in context with each text type.
iMaths is a unique resource which will be integrated into our Maths programs. iMaths fosters enquiry by immersing students in relevant, real-life maths Investigations. These engaging investigations allow students to apply and practise their knowledge of Maths concepts.

Mathletics
Mathletics is an interactive website that aims to improve students maths skills through fun activities targeted to the Australian Mathematics Curriculum.

Focus areas are provided on the Term 1 Learning Outline document.
## Specialist Areas

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<td><strong>Sport</strong></td>
<td><strong>Science/Library</strong></td>
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<td><strong>Class Fitness</strong></td>
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<td>Mrs Leanne Sunjic</td>
<td>Miss Kate Sampson</td>
<td>Mrs Gill Noonan</td>
<td>Miss Ashley Lyons</td>
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<td><strong>3B</strong></td>
<td><strong>Sport</strong></td>
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<td>Miss Kate Sampson</td>
<td>Mrs Gill Noonan</td>
<td>Mrs Catherine McGrath</td>
<td>Miss Amy Houghton</td>
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St Benedict’s School use Restorative Practice and ask the following questions to children when an issue occurs:

- What happened?
- Who has been hurt/upset?
- How can we fix this?

The main aim of our discipline policy is to ensure the safety and wellbeing of all students at all times.
Behaviour Management

Under the guidance of the teacher, students worked together to develop general classroom rules and rules around the use of the iPad. The input from the students is essential in making them accountable for their actions in the classroom. It does, however, mean that the rules will vary slightly between classes. We have highlighted the key rules that are common in both classes below.

Class Rules
- Be Respectful
- Be Responsible
- Be Caring
- Be Safe

iPad Rules
- iPad to stay in tray when not being used
- iPad to be taken home every night
- iPad to remain in school bag before and after school
- Always carry iPad with two hands
- Do not place the use the iPad on your knees
- Report anything strange to the teacher
- Only use the Apps the teacher tells you to use during school hours
- Never share your passcode with anyone
- Turn off the iPad screen when the teacher is talking
Class Dojo

Class Dojo - To find out more you can access the following link.
https://www.classdojo.com/about/

On the desks at the back of the classroom we have printed out a parent invite for each of you. Please find your name and take that with you tonight. Follow the prompts to create your own login and you will then be able to:

- View your child’s dojo points and behaviour
- View the class story (updates & photos of learning)
Homework - Reading

- **Diary** - this year students will use a diary to record upcoming events, important dates, spelling activities and any other important information for parents. We ask that parents check the diary everyday, and sign off on students reading each week in the 'reading' section. Each night students are to write the name of the book and number of pages they have read in the 'reading' section. The teacher will conduct random checks of each child’s diary.

- **Homework** - Students are asked to read for a minimum of 10 minutes to an adult each night.

- **Reading reward pizzas** - for reading each night and being able to answer different levelled comprehension questions about their text, students will receive a topping to place on their pizza. Full pizza’s will lead to a pizza party to celebrate our reading and comprehension skills.

- **Comprehension question sheet** will be sent home to help you generate discussion with your child when reading at home.
# Homework - Spelling

The following table sets out spelling homework activities. Please note that these activities will be subject to change, and all changes will be recorded in students homework diaries.

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<th>Spelling</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>No homework</td>
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<tr>
<td><strong>Tuesday</strong></td>
<td>Written word sort</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td>Dictionary meanings or meaningful sentences</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>Varied iPad spelling activities (to be written in students diaries each week)</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>No homework</td>
</tr>
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Homework - Maths

Mathletics

Next week we will begin using Mathletics for our Maths homework. We will teach students how to access this on their iPads via the app and will glue their login details into their school diary.

Each week, students will be allocated four learning activities linked to the focus within the classroom. We recommend they do one activity per night and will check each Friday to make sure they have completed all four activities.
Communication

- Parent request for **teacher interview** form (download from the school website)

- **Emails** are checked at least once a day. Please allow 24hrs to respond. Emails received on Friday will be answered by end of day Monday.

- **Class dojo** may also be used for quick check ins.

- Term 1 & 3 - **Progress file** meetings

- Term 2 & 4 - **Formal school report**

- Please read **newsletters** each week to keep up-to-date

- School website and calendar is regularly updated
Other Information

- **Morning routine** - doors open at 8:30am to enter the building and the classroom. Students know to set up their work area, then choose a book to read to themselves, a partner, a parent or a teacher. School starts at 8:45am.

- **Afternoon routine** - students are dismissed from the classroom at 3:15pm and move promptly to their pick up areas.

- **Absenteism** - If your child remains home due to illness, please send an email of explanation to your child’s teacher as early as possible.
  * Please ensure you sign your child in/out if you take them from school for appointments.

- **Class parents** - Jodi Auton & Janet Hopkins (3 White) Clare Santella & Jodie Heron (2 Blue)

- **Parent Help** - Always appreciated! An email will be sent requesting help in the classroom when required.
Other Information continued...

- **Allergies** - A number of children in our school have nut allergies, it is requested that no nut products are sent to the school in lunches.

- **Health & Safety** - We must have a signed permission form in order to administer medication to your child.

- **Head lice** - Please ensure your child has their hair tied back to decrease the risk of contracting head lice. If a case of head lice is detected in the class, a note will be sent home to inform parents.

- **Assemblies/Masses/Merit Certificates** - Please check the school calendar for the dates of our Class Assembly and Class Masses. Merit assemblies will take place on Friday mornings. You will be contacted via email if your child is receiving a certificate.
Students will have practice within the classroom to get use to the style of the NAPLAN Assessments and test conditions. NAPLAN testing is on paper this year.

More parent information to come...

http://www.nap.edu.au/
Reconciliation

The Reconciliation program offers an approach that is family focused, parish based and school supported. This approach is based on the understanding that parents, with the support of the school and parish, have the responsibility for passing on our Christian faith, values, traditions, beliefs and stories to the children of our parish community.

Enrolment and commitment mass (All students need to attend one)
18/3 6pm
19/3 9:30am

Sacrament of Penance
TBC - parent child information night/ workshop 7pm
20/6 - retreat day
26/7-9/8 - penance @3:30-4:30
(organise a time with the parish)

Colleen Geldenhuys
Parish Manager/Sacramental Coordinator
Catholic Parish of Applecross
Tel: 08-9364 1120
Fax: 08-9316 9587
Thank You

Miss Amy Houghton
houghton.amy@cathednet.wa.edu.au

Miss Ashley Lyons
lyons.ashley@cathednet.wa.edu.au