



St Columba's School Bayswater

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Grow in Faith Seek Wisdom Live in Peace

2018

YEAR FOUR

PARENT INFORMATION BOOKLET

TEACHERS:

Matthew Hubbard, Jennifer Scott and Eugene Potito

VISION STATEMENT

St Columba's Primary School aims to foster the total development of each child within a caring community that is totally committed to supporting the Catholic principles and ideals.

PRAYER

God our Father, you see your children growing up in an unsteady and confusing world.

Show them that your ways give more life than the ways of the world, and that following you is better than chasing after selfish goals.

Help them to take failure, not as a measure of their worth, but as a chance for a new start.

Give them strength to hold their faith in you, and to keep alive their joy in your creation.

Through Jesus Christ our Lord,

Amen.



HOW CHILDREN LEARN:

Ideally, we believe teaching should promote students' development in all areas: intellectually, socially, physically, emotionally and spiritually, by presenting them with the opportunities and skills in order to function as a citizen within society. For this reason, it is important to develop the core shared values as outlined in the Gospels. We believe that all children learn and develop particular understandings in different ways and we will create learning experiences to suit a range of learning styles. We also feel that it is vital for students to experience achievement and success in an area of strength before being encouraged to try something in an area of weakness.

Our philosophy of teaching and learning focuses on meeting the needs of each learner and on engaging children in meaningful and relevant tasks. It is based on creating an environment and experiences in which students can develop the skills needed to become lifelong learners.

We believe teaching needs to be learner-centred and we recognise the importance of the learner's active participation in the construction of meaning. We acknowledge that our students are individuals, bringing with them a diverse range of experiences, interests and abilities, which will inform their learning. In this context the role of the teacher is very much one of providing an environment where the students can contribute, interact and experiment in order to build on their own knowledge, as well as providing planned regular opportunities to have processes explicitly modelled to them. A necessary element in this learning environment is that the students must feel at ease, have fun, and be given the opportunity to develop good co-operative learning relationships with each other and also with the teacher.

We feel students learn best when working collaboratively and cooperatively but there also must be a balance between whole class work, group work and individual learning. We consider that a hands-on approach to learning is crucial to support students' overall understanding and development. This approach would benefit students as they are actively involved, the topics would be relevant and motivating and the learning experience would be placed within the context of their lives.

INCLUSIVITY AND THE LEARNING ENVIRONMENT:

We are aware that within our classroom there are a range of students from different cultures, religions, languages and gender. We also need to consider specific differences such as learning styles, working abilities and support needs are incorporated within the different learning areas for all students (Scully & Brady, 2005, p.128). By ensuring that we maintain an inclusive classroom, we would be developing students' core values and self-efficacy. By including all students, they will feel a sense of self-worth and that they belong to our classrooms. This feeling of acceptance will result in positive attitudes and improved learning experiences (Scully & Brady, 2005, p.128).

To instruct someone... is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on that subject, but rather to get a student to think mathematically for himself, to consider matters as an historian does, to take part in the process of knowledge-getting. Knowing is a process not a product. (Bruner 72)

CLASSROOM BEHAVIOUR

Cause of Behaviour

- The Individual Student

We believe that it is important to consider the individual student, including their cultural background, history and learning styles in order to effectively manage and reduce the cause of unwanted behaviour. We feel that by *knowing* our students, we will be able to best support their learning by creating a learning environment that accommodates their development and as a result have a positive impact on the cause of their behaviour. Through this, we will also develop better communication with students and be able to support them when necessary.

- Behaviour and Motivation

We consider behavioural problems and motivation to have a strong connection. If students are not motivated to learn, then we believe there is a high risk of unwanted behaviour problems that can occur. Therefore, when planning all our learning experiences, we will attempt to make them engaging and active in order to maintain students' motivation and prevent distracting behavioural problems.

SPECIALIST LEARNING AREAS

The timetable below outlines the specialist learning areas that the children are involved in:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	8:40 – 9:40 MUSIC 4G			
	8:55 – 9:55 DANCING 4W (TERM 1)			
9:40 – 10:40 PHYS ED 4W ITALIAN 4G			9:40 – 10:40 SCIENCE 4W	LIBRARY 4G
RECESS 10:40-11:00				
	11:00 – 12:15 EXTENSION (BOTH CLASSES)			
		12:00 – 1:00 ITALIAN 4W PHYS ED 4G	12:00 – 1:00 SCIENCE 4G	
LUNCH 1:00-1:40				
LIBRARY 4W	1:45 – 2:30 CHOIR (BOTH CLASSES)	1:40-2:00 MUSIC 4W		
	2:30-3:00 DANCING 4G (TERM 1)			

PLEASE NOTE:

- YEAR 4 GREEN: Sport Uniform to be worn on: TUESDAY and WEDNESDAY
- YEAR 4 WHITE: Sport Uniform to be worn on: MONDAY and TUESDAY
- YEAR 4 GREEN: Students need a library bag on: FRIDAY
- YEAR 4 WHITE: Students need a library bag on: MONDAY

Homework is an important part of each child’s education. It consolidates classroom learning, encourages a good work ethic, self-discipline, reliability and responsibility, while fostering sound study habits and organisational skills.

Homework will be given on **MONDAY to THURSDAY**.

Parents will be notified if students are not completing homework.

DAY	ACTIVITIES
<p>MONDAY to THURSDAY</p>	<p>READING</p> <ul style="list-style-type: none"> • The children should read for at least 15 minutes each night. • For 5 minutes, they should read out aloud to an adult working on improving their fluency and expression. <p>MATHLETICS</p> <ul style="list-style-type: none"> • 10 tasks will be set each week for the students to complete. • The tasks will either review what we are learning in class or be given before the topic is taught for us to determine what the students can and cannot do. <p>MATHS</p> <ul style="list-style-type: none"> • Times Table practice <p>WORD WORK</p> <ul style="list-style-type: none"> • The children complete the assigned word work tasks each night. • They record their work in their WORD WORK BOOKS. • Please ensure they: <ul style="list-style-type: none"> ○ Rule their page (red pen). ○ Put a title on the work. ○ Date their work.

HOMEWORK – EXTRA INFO

- Assignments will be given during the year and will replace certain tasks of the weekly homework.

Completion of homework is the responsibility of the child/parent. **If a child is unable to complete homework for a given night, it is expected that the child will *catch up* the following night. Should the child miss consecutive nights of homework, a note in their diary will be required.**

It is the parents’ responsibility to:

- Check homework and **sign the diary once a week.**
 - (Important events and notes will be also written into the diary).

The presentation of homework is expected to be of classroom standards and on standard classroom materials. This includes:

- Ruling pages in red pen.
- Title and date on all work.

We understand that students have many afterschool activities. However, it is not good educational practice to complete all homework in one evening.

Please help your child organise their homework time.

DIARY OF EVENTS

The following is a list of important dates for **TERM 1**. The list of scheduled events is updated regularly on the school's website.

DATE	EVENT
FRI 9 th FEB	Whole School Mass – commissioning of student leaders, Board and P&F
WED 14 th FEB	Ash Wednesday
FRI 2 nd MAR	4G Assembly
MON 5 th MAR	Labour Day Public Holiday
THURS 8 th MAR	Swimming Carnival
FRI 8 th MAR	Year 3 & 4 Parish Mass and Penance
THURS 29 th MAR	Stations of the Cross
FRI 30 th MAR – TUES 3 rd APRIL	Easter Break
FRI 13 th APRIL	Holy Week Liturgy 2:00pm

Please note:

The above dates are subject to change so please continue to check the planner on the school website.

MERIT CERTIFICATES

ASSEMBLY: Friday mornings at 9:00am. Please check school website for assembly dates.

The names of students receiving a merit certificate will be listed on the school website by:
THURSDAY afternoon.

CHILD ABSENT

The follow procedures are to be followed if your child will be absent from school:

- If your child is absent from school and no notification has been given to the teacher/office prior to 9:00am, then you will receive an SMS (approx. 9:30am) making you aware of your child's absence.
 - When your child returns to school the following day, they **MUST** bring a note explaining their absence.
 - If your child is not going to be returning to school the following day, please call the office explaining your child's absence.

CHILDREN ARRIVING LATE AND LEAVING EARLY:

- If your child arrives AFTER the 8:40am bell, parents **MUST** sign them in at the office.
- Children who are late for school cannot be dropped off at Kiss & Drive. Parents must accompany them to the office.
- If you are picking up your child early from school, you **MUST** go to the office first and sign them out.

TERM ONE OVERVIEW

RELIGIOUS EDUCATION

The main aim of the Religious Education program is to assist the students to relate their Catholic faith in their daily lives.

Children's Religious Education begins at home. Parents are educating their children in all sorts of ways long before they come to school. The Faith experience children have from the time they are born, forms the foundation and content of their Religious Education program in school.

We believe that for children to come to know, understand and live out the values of our Catholic tradition, there needs to be a partnership between the parents, the first educators of their children, and the school. Parents are key role models for their children, particularly with regard to faith and church experiences. As teachers, we aim to support the parents by mainly focusing on the learning of knowledge.

UNITS COVERED THIS TERM	
UNIT 1(A)	Baptism
UNIT 1(B)	Lent and Easter

ENGLISH

English is a necessary component to the learning program. Through this learning area students are provided with opportunities to develop skills that prepare them to participate in many aspects of daily life. The teaching of English is centred on the development of functional and critical literacy, helping students to become competent, reflective, adaptable and critical users of language. By teaching students how to apply specific codes and conventions of literacy to real world situations students will see the relevance and will benefit from the teaching process.

FOCUS THIS TERM:	Narratives
FRAMEWORK:	West Australian Curriculum
STRANDS:	<ul style="list-style-type: none">• Language• Literacy• Literature

MATHEMATICS

Mathematical knowledge and thinking are required to function effectively in our society on a day to day basis. Mathematics provides a powerful problem solving tool, which is used in social, technical and scientific contexts. It is a body of knowledge, which, in its own right, provides an area for exploration and critical thinking. Furthermore, it is a source of enjoyment and stimulation on many levels.

Mathematics should be taught in the context of real life situations and hands on activities are used to allow the children to gain understanding.

FRAMEWORK:	West Australian Curriculum
STRANDS:	<ul style="list-style-type: none">• Number and Algebra• Measurement and Geometry• Statistics and Probability
FOCUS	Reading and Understanding Whole Numbers, Statistics and Probability

HISTORY

Year 4 Topics this year:

- The diversity and longevity of Australia's first peoples, the ways they are connected to Country/Place, and their pre-contact ways of life.
- The journeys of a world navigator, explorer or trader up to the late 18th century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one of these societies.
- Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order)
- The nature of contact between Aboriginal and/or Torres Strait Islander peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines)

SCIENCE

The Year Four Science Curriculum will cover:

- Physical Sciences – Smooth moves
- Chemical Sciences – Material world
- Biological Sciences – Friends or foes?
- Earth & Space Sciences – Beneath our feet

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education recognises the physical, mental, emotional, social and spiritual dimensions of the health of the individual. Children participate in a variety of activities, which are designed to enable them to make informed decisions for an active healthy lifestyle. Furthermore children are taught movement skills and strategies to allow for confident participation in physical activity.

TOPIC:	HEALTH
CONCEPTS TAUGHT SEMESTER 1	<ul style="list-style-type: none"> • Social and emotional well-being • Friendology 101 (With Jen Maughan)

THE ARTS

Children are expected to gain an understanding of the Arts developed through the Art forms of:

- Dance, Drama, Media, Music and Visual Arts.

Students are encouraged to develop creative ways of expressing themselves and develop a critical appreciation for their works and those of others.

	VISUAL ARTS
TOPIC TAUGHT TERM 1	<ul style="list-style-type: none"> • Alien Invasion • First Fleet Zentangles

DESIGN AND DIGITAL TECHNOLOGIES

Learning in Design and Technologies builds on the range of concepts, skills and processes developed in previous years. Students become aware of the design characteristics and properties of materials, and the use of components and equipment when planning solutions. They have opportunities to reflect on actions to refine design solutions through the use of decision-making skills. Students engage in learning to explore the social and environmental sustainability implications of existing products and processes to raise awareness of their place in the world. Students explore the role of those working in design and technologies occupations, and how they think about the way a product might change in the future.

The Assessment and Reporting Policy is as per direction from the Catholic Education Office of WA.
The Policy is available from the school website.

SCHOOL ROUTINES

School begins promptly at **8:40am**.

- It is essential that all children are organised and ready to begin their learning at this time.
- Students are expected to be in the classroom **by 8.30am**.
- Students are not permitted to be on the school grounds before 8.15am.
- Staff members are unable to supervise students before 8.15am.
- Between 8:40 and 8:50am each morning the class participates in administrative duties including the roll, prayer, collecting money and notes etc.

AREAS OF IMPORTANCE

- **Medical Conditions and Medication**

Please ensure that your child's medical conditions have been noted at the office and that you keep the file up to date. A 2018 Action Plan with a photo for all children with allergies and other significant medical conditions must be provided for the classroom and the office. If puffers, antihistamines etc. are required in an emergency situation please supply the school office with spares and ensure they are clearly labelled with the child's name. If your child requires medication during school hours please take the medication to the office and fill out the relevant forms.

- **Updating Records**

It is important that parents notify the office of any changes to their address, phone numbers, medical conditions and emergency contacts.

- **Collecting Children, Car park and 'Kiss and Drive' areas**

Parents are requested to be vigilant when parking their vehicles and using the 'Kiss and Drive' area. For safety reasons, parents are requested to follow the rules when using the car park and 'Kiss and Drive' areas. If students have not been collected by 3:15pm, they will wait in the office until collected. If you are collecting your child within the school grounds, please wait outside the classrooms and not disturb the children. Parents are requested not to enter the classrooms during the dismissal period to minimise distractions for the children.

- **'Allergy Friendly School'**

St. Columba's School is an 'Allergy Friendly School'. Children are not permitted to bring any nut products to school as some children have life threatening conditions, even when exposed to nuts and other products. The school's policy is attached to this booklet and parents are requested to read the document and abide by the procedures and rules.

- **Parent interviews/appointments**

Parents are welcome to arrange appointment times throughout the year at short notice. We would appreciate that the time from 8:30 – 8:40am be reserved for children to get organised and to have a chance to speak to the classroom teacher. Appointments can be arranged for out of school hours. Diaries and email can be used as a means of communication. Please remind the students to tell the teacher if there is a written communication in the diary.

We would encourage parents to make an appointment with us during Term One if there is information that needs to be shared.

Email addresses can be found at the end of this document.

- **Uniform**

The school has a set uniform which students need to wear and adhere to at all times. Hair at shoulder length or longer should be tied up at all times. Please send in a note if your child is unable to wear the correct uniform. Any student not in the correct uniform will need to explain why they are breaching the school policy.

CONFIDENTIALITY

It is imperative that all parent helpers/volunteers agree to support the confidentiality policy of our school. Parent volunteers are asked not to discuss the happenings of the classroom with any other parent or the community.

COMMUNICATION

Communication between the teacher, students, parents and colleagues is vital in order to receive support to improve learning of each student in our classroom. We value a good relationship between teacher and parents, as we believe there is a need for strong parent support throughout a child's education.

Above all education should be an enjoyable experience for all concerned, the teacher, students, parents, families and the wider community. We will strive as teachers to ensure that we are a positive

role model, and provide students with opportunities and equip them with skills to function within society. We will ensure that we continue to be reflective as teachers and when necessary adapt our teaching strategies to support students' needs.

- The school website is updated daily. Please register online for access to the website.
- Seesaw
- The newsletter is only available online.
- Parents without internet access please notify the office.

We are happy to be contacted by email, however, please don't expect an immediate response:

Eugenio.Potito@cewa.edu.au

Jennifer.Scott1@cewa.edu.au

Matthew.Hubbard@cewa.edu.au

SCHOOL WEBSITE

- School Website: <http://www.saintcolumbas.com.au>
- Please go to the school's website to access:
 - the weekly newsletter
 - all school policies
 - classroom events and
 - school calendar

We believe in maintaining open communication between school and home and we are most happy to discuss any concerns or queries you may have. We know that you respect our need to attend to our teaching duties during class time and encourage you to make an appointment out of school hours or to communicate with us via diary, letter or email.

Matthew Hubbard, Jennifer Scott and Eugene Potito

Year Four Teachers