



2017

YEAR ONE

PARENT INFORMATION BOOKLET

TEACHERS:

Year One Green - Mrs Vesna Gillians

Year One White - Mrs Laura Dawson

Educational Assistants

Mrs Juliet Taylor and Mrs Kerry Brown

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

Our School Prayer

*God of Love and Mercy
bless our school, our parish and community
as we aspire to walk in the footsteps of
Catherine McAuley.*

*We ask for your help to live by the
Mercy values that we hold dear.
Holy Spirit, we ask you to guide us
to act more justly
to strive for excellence
to be generous in your service
to show compassion
and to be examples of your mercy*

*Guided by St. Columba, let us
grow in faith
seek wisdom and
live in peace.*

*St. Columba,
pray for us*

*Catherine McAuley,
pray for us*

Amen.

Introduction

Welcome to Year One Green and White. It is going to be a very exciting, active and busy year. This meeting and booklet will outline some general information that you will be able to refer to throughout the year. It will cover classroom and school policies and procedures that provide for the learning and welfare of all students.

TEACHING PHILOSOPHY

We believe our students are our future and each student has the potential to bring something unique and special to the world. The relationship between a teacher and their students forms the core foundation of the education process. Lessons should always be engaging, informative, creative and interactive in a classroom environment which is welcoming and set out according to students' needs.

Students are members of the classroom community. It is a safe and secure environment in which students develop the tools to become responsible for themselves and their own learning. To succeed we work as a team and grow together.

As teachers it is our profession to facilitate students' learning. This means we must support them mentally as well as emotionally, physically and socially. We nurture the development of the 'whole person'. Each student learns differently and as such sees the world in a different manner. We believe it is our responsibility to provide students with an environment conducive to learning, knowledge that will assist them to be successful in achieving their short and long term goals, materials, opportunities and feedback that will help them in becoming and remaining motivated to be successful learners. We also aim to build their critical and creative skills that they will confidently use to solve daily problems.

Our teaching, at all times, is inspired by the teachings of Jesus Christ.



TEACHER EXPECTATIONS

- Punctuality – ready and organised for an **8.30am** start.
- Students are to be responsible for their own belongings. To assist with this, please ensure that all parts of their uniform are labelled.
- Parents are expected to support classroom and school policies(website), routines and rules.
- Students are encouraged to be independent both inside and outside of the school environment.

CLASSROOM RULES: YEAR ONE GREEN & YEAR ONE WHITE

- We are a family/team – therefore we listen to each other, follow instructions, use our manners, work to our best ability, are considerate of and respect all people and their things and the world around us. We always work and play safely.

Everyone has the right to feel safe all the time!

- We “Have-A-Go” – meaning we learn to not be afraid of trying a new experience or having to practise a skill repeatedly.
- We Bounce Back/Shake it off! – We understand that mistakes will be made and we will experience sadness, difficulties, frustrations and hard times, but we need to learn to use strategies that will help us to respond positively to the complexity of our everyday lives and not give up.

CLASSROOM BEHAVIOUR

Classroom Rewards

- Verbal praise
- Merit certificates
- Raffle rewards/prizes
- Whole class rewards
- Stickers/Stamps
- Show work to principal and/or other teachers

Classroom Consequences Year One Green and Year One White

Magic 1-2-3

- 1 = First Warning
- 2 = Second Warning
- 3 = Third Warning

If the same behaviour continues to be repeated a consequence will follow. Depending on the level of behavior the behavior may warrant an immediate number 3.

- Discussions with parents.
- Discussions with Leadership Team.

Please remember to show an interest in your child’s day. Rather than asking them if they were good or not have discussions about what they played and learned. If your child mentions their inappropriate behavior, talk to them and give them some advice/strategies to help. If there is an issue between peers, please inform the class teacher, rather than discussing the issue with other parents or social media.

SPECIALIST LEARNING AREAS

The children will be involved the following specialist areas:

- Humanities: Miss Kristen Trott/Mrs Sarah Bolton
- Science: Miss Kristen Trott/Mrs Sarah Bolton
- Music: Mrs Kerry Smith
- Italian: Mrs Sarah Leahy
- PE: Mrs Joanna McCluskey

PLEASE NOTE:

Sport Uniform

Year One Green	Wednesday	Friday
Year One White	Wednesday	Friday

Due to timetable interruptions these days may be prone to change. Notifications will be placed in the school newsletter.

Library

Year One Green	Tuesday
Year One White	Thursday

Library opening times will be advertised on the library entrance door and school website. Please note no library bag results in no borrowing.

- **Calico Bag – to be purchased from uniform shop.**
- **Green bag – This will be used as your child’s homework bag. It can be purchased from the uniform shop and will be needed for the first week of school.**

NEWS

A roster will be displayed in each classroom indicating your child’s news day. This shall remain their news day for the entire year. Children may bring in one item only for news and place it in the news box. A variety of news questions are asked to stretch oral language skills and we encourage ‘sentence answers’, rather than single word responses.

HOMEWORK

Homework begins only after testing is completed (Week 4 or 5)

Reading – Daily. Reading diary to be signed. This will be checked regularly. Try to limit distractions as much as possible at home when children are reading. It is vital that children develop a positive attitude towards reading and, as adults, if we make it important to us, then it becomes important to the children.

For early readers we encourage finger pointing to establish one to one correspondence with words.

Reading Eggs –2-3 times weekly. We encourage parent supervision to ensure correct procedures are followed so that students have a good understanding of questions posed.

Spelling – Weekly. Words will be chosen from the PLD and Words Their Way programs. There will be ten words to practise each week.

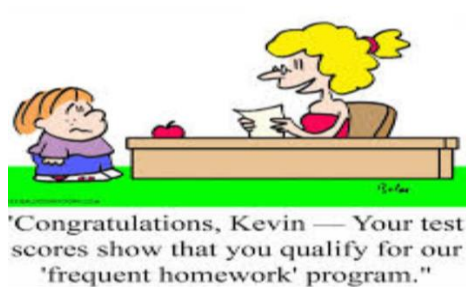
Sight Words – Weekly. The aim is that every word needs to be read and spelt correctly. There will be 5 words to practise, and tricky words may reappear in subsequent lists.

Numeracy – Activities will be based on games, hands-on experiences and technology that are fun and support children’s learning in a variety of maths areas. Some activities will be based on facts learned and will need to be practised. These activities can be repeated two to three times per week and may be completed on a school night or on the weekend.

Mathletics – Weekly. 2-3 times weekly. We encourage parent supervision to ensure correct procedures are followed so that all students have a good understanding of questions posed.

Comprehension – Term 2 &3/Fortnightly. Once commenced, on a fortnightly basis, your child will receive a folder that contains one storybook and questions. This book must be read by an adult followed by the asking of the questions. Folders will be received on a Monday and must be returned on or before the Friday of the same week.

Homework should take approximately 15-20 minutes to complete. Please arrange a time to see the classroom teacher if you or your child is having issues with the set homework. All written activities should be completed with a handwriting pencil. Please support use of the correct **pencil grip** and **seating position**, along with correct **formation of letters and numbers**. The presentation of homework is expected to be of class standard.



Diary of Events

Please check the Term Planner for important and updated dates on the school website.

(You need to be registered to receive all the information)

Note – The school newsletter is only available online.

Please note it is your responsibility to ensure that all personal and communication details are up to date. This is very important as we will be regularly sending communication via emails.

CHILD ABSENT

The following procedure needs to be followed if your child will be absent from school at any time:

- If your child is absent from school please phone to notify the office before school commences. If no note has been given to the classroom teacher prior to the day, you will receive an SMS (approx. 9:30am) making you aware of your child's absence.
- **PLEASE NOTE:** When your child returns to school the following day, they **MUST** bring a note explaining the absence.
- If you are picking up your child early from school or dropping them off after 8.40am you **MUST** go to the office first and sign them in or out.
- Please inform both the office and teachers of future absenteeism, as these dates may affect special school or class events.

THE CURRICULUM

The students will be engaged in the following curriculum areas: Religion, English, Mathematics, Health (including Physical Education), Science, History and Geography, Arts (including Music), Technology and Enterprise and LOTE (Italian).

RELIGIOUS EDUCATION

As teachers in a Catholic school we see this area of the curriculum as the most important as it underpins everything we teach. It gives us the opportunity to share our faith and knowledge of the teachings of Jesus with our students.

Term One:

- I am Special/Baptism
- A Special Holy Time/Lent

MERCY VALUE 2017 FOCUS - EXCELLENCE

“Excellence is about setting high goals. The mercy value of excellence is about trying your very best in everything that you do. It doesn’t matter if something is new and really hard, or something you do every day – you give it 100% effort every time.”

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FRUIT OF THE SPIRIT

When Christians speak of the work of the "Holy Spirit", they are speaking about the operations of the Spirit of God in the material world we live in, and within us. But God the Holy Spirit isn't here just to hang out, or to do a miracle for sport, or help someone out for an hour or so. The Spirit is there to cause things to happen in people’s lives that bring them more in tune with God's purposes on earth (and beyond). Words like 'result' or 'outgrowth' help us to envision this. When the Spirit starts changing someone, it shows as a growth in character, a change in their way of life that is good for the people they live among. They start actually *being* the person of love God calls us to be. This change in character and way of life breeds 'fruit of the Spirit', like the fruit grown by a tree can feed people and wildlife. From ancient times to today, abundant fruit from an orchard is seen as cause for hope and celebration. Abundant spiritual fruit also breeds hope and is well worth celebrating.

Paul Describes the Fruit

The most famous Bible verse about the fruits of the Spirit is in Galatians 5:22, where the apostle Paul gives us a list of nine fruit. The *spiritual fruit list* is clearly not meant as an exhaustive description of the fruits, but was given to highlight the fruits that Paul wants the church to keep in mind. He lists the following nine fruits of the Spirit:

Love, joy, peace, patience, kindness, goodness, faithfulness (trustfulness), gentleness and self-control. These fruit and their meaning will be incorporated into the Religious Curriculum.

Literacy

Receptive modes (listening, reading and viewing)

- By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.
- Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

- Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.
- They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.
- Observation Survey – All students are tested individually to gain data to drive future planning and cater to students' needs.
- Running Records - Up to date assessments of children's reading skills that will be used for future planning.
- Thrass Program - 26 letters, 44 sounds
- PLD Phonemic Awareness and Sight Word Programs (Diana Rigg)
- Words Their Way Spelling Program

Sounds are what you hear and letters are what you see. Students will need to know both.

- Handwriting/fine motor experiences. It is important for all children to know the names of all letters and have the ability to write each letter, in its lowercase and capital forms, correctly. Capital letters are only to be used at special times. The font we use is Sassoon Primary (or Sassoon Primary Infant)
- Sight/High frequency words – these are words that are commonly used in reading and writing and do not usually follow an easy sound pattern, such as 'was', 'the' and 'said'.
- Genres – Recounts, narratives, procedures and persuasive texts.

Numeracy

- By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.
- Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.
- ENRP - EMU testing. Each child will be tested in the areas of counting, place value, addition and subtraction and multiplication and division.
- Athletics and Study ladder. Athletics will be integrated into the class and homework programs in Term Two.

Health & Physical Education

- Fun Friends and School Resiliency Programs – focus on self-regulation. Please see attachment and read Jenny Maughan’s contributions to the weekly newsletter.
- Gym Bus – Term Two
- Athletics Carnival – Term Three
- Protective Behaviours – Term Three
- Swimming lessons - Term Four
- Phys-ED/Morning Fitness

Protective Behaviours consists of 10 sequential lessons designed to up-skill children, through open discussion and explicit teaching, to have more control over their personal safety.

The Protective Behaviours Program has two themes that run through the lessons:

- **Theme One: “We all have the right to feel safe all the time”**
- **Theme Two: “We can talk with someone about anything”**

The Arts

Will be based on class topics and cover:

- Creating works to express ideas.
- Using a variety of skills, techniques and processes.
- Using a variety of materials safely and correctly.
- Music – singing, instruments (Music Specialist)

Design and Digital Technologies

As part of Design & Digital Technologies, we will be implementing the curriculum using the Design Process and Project Based Learning principles. Throughout their Primary School years, students will have opportunities to create design solutions in at least one of the following technologies contexts: engineering principles and systems, food and fibre production and food specialisation. They will use digital systems and representations of data, and will develop the process and production skills of collecting, managing and analysing data and digital implementation.

Learning Intentions

Visible learning involves teachers seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning. When learning is visible the student knows what to do and how to do it and the teacher knows if learning is occurring or not. Teaching and learning is visible when the learning goal is not only challenging but is explicit.

We are learning to

I can

ASSESSMENT & REPORTING

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

The Policy is available from the school website.

- Term One – Interim Report and Parent Interview
- Term Two – Report
- Term Four – Report
- Newsletters
- Class Blogs
- Emails/SMS

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 before 8.40am. The first bell rings at **8.30am**.
- Students are not permitted to be on the school grounds before 8.15am.
- **All students and parents must remain in the upper playground (basketball area) until the first bell is heard.**
- Staff members are unable to supervise students before 8.15am.
- Students are expected to leave the school grounds by 3.15pm. Playing on the adventure playgrounds and outdoor decking is not allowed.
- No ball games or running are permitted prior to or after school.

AREAS OF IMPORTANCE

Medical Conditions and Medication

Please ensure your child's medical conditions have been noted at the office and that you keep the file up to date. 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. Red hats are to be worn and clearly labelled.

Updating Records

It is important 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 on the basketball courts until collected. If you are collecting your child within the school grounds, please wait outside the classrooms so that you do not disturb the children. Parents are requested not to enter the classrooms during the dismissal period to minimise distractions for the children.

Please note NO U-TURNS.

'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 after 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 are happy to be contacted by email, however, please allow 24hours for a reply.

Year One Green – Mrs Gillians - gillians.vesna@cathednet.wa.edu.au

Year One White – Mrs Dawson - dawson.laura@cathednet.wa.edu.au

Absentee notes

Parents need to send in a note explaining their child's absence from school, upon returning to school. This is a legal requirement for records when maintaining a register of attendance.

Supervision and Duty of Care

Children are not supervised at school before 8:15am and it is important that they are at school and settled ready to start at 8:40am. Late arrivals and disorganisation cause disruption at the start of the day and cut into learning time. Children are only supervised until 3:15pm, by which time they need to be picked up, as staff need time to plan and prepare for the following day's lessons.

Sign in/out

If you are taking your child out of school during school hours, it is important to sign them out at the front office and then in again if they are returning on that same day. Please inform classroom teacher of any planned activities scheduled in the morning, preferably via a written note. Also, if a child arrives at school after 8:40am they will need to be signed in at the office.

Uniform

The school has a set uniform which students need to wear and adhere to 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. The Uniform Policy can be found on the school website.

Parent Helpers

- In the classroom
- Library - re-shelving books, covering books(new reading books)
- Sports days and carnivals
- Excursions/Incursions

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 the classroom. We value a good relationship between teacher and parents, as we believe there is a need for strong parent support throughout each 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 positive role models, who provide students with opportunities and equip them with skills to function within society.

SCHOOL WEBSITE

School Website: ***<http://www.saintcolumbas.com.au>***

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

Please go to the school's website to access:

- the weekly newsletter
- all school policies
- classroom events and
- school calendar