



Year Three
Term One 2020 Parent Letter

Mrs Jodie Ryan & Miss Veronica Williams

Dear Parents,

Welcome back!

We hope you all enjoyed a relaxing holiday break and are looking forward to the year ahead.

We are thrilled to be teaching your child in Year Three this year and cannot wait to support them on their learning journey.

As partner teachers, we plan, teach and reflect collaboratively and individually, seeking to provide exciting and rich learning opportunities with the goal of holistic growth and development. We will facilitate and guide students to learn, grow and discover their potential through the exploration of concepts and skills which will prepare them to be active 21st century citizens.

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.

Our Parent Booklet, along with the Parent Handbook on the school website, will assist you to better understand the ‘in’s and out’s’ of Year Three. 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 your classroom teacher or make an appointment. We do however ask that you give your child at least a few weeks to settle into Year Three as this allows us the time to get to know them - to discover their gifts and where some of their strengths and challenges might be.

We have a Two-Way interview scheduled during Weeks Five and Six of this term. This will be a valuable opportunity to share important information about your child and their learning with you, so please keep an eye out for when bookings open online.

We look forward to a prosperous and fulfilling year of learning and discovery with your child.

Mrs Ryan and Miss Williams

This document will outline important information regarding housekeeping matters and your child’s learning for Term One.

If you have any questions and queries regarding information within this document please do not hesitate to email your child’s classroom teacher.

HOUSE KEEPING

Parent Handbook

All families are asked to please read and be familiar with the content in the online Parent Handbook.

This handbook is found on the school website.

Punctuality

At 8:30am each morning, classrooms will be opened. Students are expected to be in their classrooms before 8:40am to ensure they have time to set up for the school day.

***Please note** If your child arrives at school between 8:20am and 8.30am, they will need to assemble in the undercover area to be supervised until their classrooms open at 8:30am.

School Lunches

Lunches online are available each Wednesday and Subway lunches each Friday.

This is provided as a service for families. If you are available to donate half an hour of your time on a Wednesday lunchtime roster, please contact the School Office on 92569696.

Healthy Eating

Parents are reminded that there is a very high expectation that children's lunchboxes contain healthy, nutritious food choices every day. Please refer to the following document:

<https://docs.google.com/document/d/1i80lqrtb9RhkMi7-R-uLK-UPjG7cDfewWxWMvSshq8/edit>

In the table below is information regarding specialist classes for Term One.

MON	TUES	WED	THURS	FRI
Physical Education/ Sport	Music	Science Blue Classes (Odd Weeks)	Health	
Japanese		Gold Classes (Even Weeks)		
		Library		
				UNIFORM: St Emilie's Yellow Shirt
UNIFORM: House Coloured Shirt				

Specialist Teachers

MUSIC	LANGUAGE/ CULTURAL STUDIES	SPORT / HEALTH	SCIENCE
Mr Nicholas Dabbs	Mrs Tracy Aroozoo	Mr Paul Davis	Mrs Kerrie Cogger

TERM ONE- RELIGIOUS EDUCATION

Our first Religious Education unit to be studied in Year Three is, Church'. People live in and participate in communities. A community is a group of people who share common characteristics, similar interests, help each other, celebrate events and solve problems together. A community is not limited to people who live in the same area. Family is the most common community for people. Through family, people develop a sense of identity by participating, connecting and contributing within a community. Communities are made up of people who have diverse family histories, cultures, languages and traditions. People who participate in communities usually:

- Have shared beliefs and understandings
- Know the rules and expectations
- Understand the benefits of belonging
- Actively participate and contribute
- Develop environments of mutual relationships that are respectful and trusting

You can help your child during this unit by celebrating mass and other sacraments and praying together as a family.

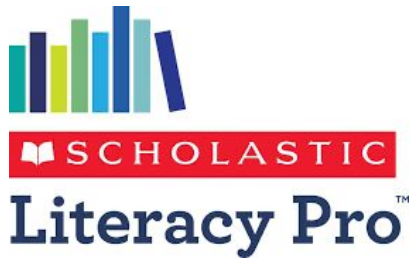
LITERACY

This term, our writing focus will be centred on narratives and persuasive writing. Students will look at the structure of these text types and will investigate the features and techniques that contribute to successful writing. They will deconstruct, annotate and analyse texts before beginning to draft, edit and publish their own texts. Through meaningful and rich reading tasks, students will have many opportunities to build reading and comprehension skills in small targeted groups.



LITERACY PRO READING PROGRAM

This year the students will participate in the Literacy Pro Reading Program. This program aims to motivate and encourage children to read at home and helps teachers to set measurable goals for students, monitor and evaluate the reading practice of each individual, as well as easily track their progress. Once students have finished reading a book they will complete a short, online quiz that will evaluate their understanding of the text they have just read. This program is geared for students who have reached an independent reading level, so children will be introduced to the program when they are ready.



You are braver
than you believe,
stronger than you
seem, and smarter
than you think.

- Winnie the Pooh



INTEGRATED STUDIES

We are looking forward to beginning our new Integrated unit of work titled “The Game Of Life”. In this unit, students will better understand changes in their identity. By posing questions such as ‘Who am I?’ and ‘Wow have I changed?’ students can better navigate challenging situations. The students will investigate how to manage challenges, explore cultural and personal identities and to discover health messages presented by the media. Some essential questions that students will be investigating include:

- What are some strategies to manage challenging situations?
- How do I ask questions about different cultural and personal identities?
- How do I know which health messages in the media to trust?

FRUITS OF THE HOLY SPIRIT

Kindness

A kind person is friendly, generous, and considerate. A kind person, thinks of others, listens carefully and is warm-hearted. A kind person knows the value of doing good deeds for other people. May we continue to develop in ourselves a spirit of genuine kindness here at St Emilie’s.





Japanese Purposeful Practise Task Years 3-6 2020



This year in Japanese we are aiming for mastery of the first Japanese alphabet HIRAGANA. Years 5 & 6 have been studying hiragana for many years in class and are expected to be familiar with reading and writing hiragana characters. **Our Year 3 class have had a gentle introduction in the last 2 years, need to practise at home.** Year 4 students have also been practising Hiragana in year 2 and 3 and will now be expected to read and write Hiragana regularly in class. In every Japanese class, opportunities are given for students to practise and many have opted to take home some extra work over the holidays. Well done! Years 4-6 will once again be consolidating their Hiragana with a variety of assessments with an expectation of them achieving fluency. This will give them confidence when they continue onto the next alphabet, Katakana. Some students in our year 5 & 6 classes have already started studying this second alphabet and are progressing well.

Motivated students are welcome to come and see me at lunchtime any day for guidance and feedback. Students have shown such persistence and responsibility towards their learning! SUBARASHI! (Wonderful!)

Please encourage your child to practise writing and reading the Japanese Hiragana and Katakana alphabet as it is a regular part of their Purposeful Practise Grids, in years 3 to 6, every term for **10 minutes twice every week to ensure their continuing success.**

Looking at an online free resource for the year 3-6 is [Japanese Pod 101](#) for visual imagery and ways to remember the characters. This has been introduced in class to all students and they are aware of how to use this resource. All students are familiar with the expectation of this study as well as a study program resource called DUOLINGO (which is an app) and the year 5 & 6 classes having the App 'Real Kana' added to their I pads for extra support. Below is a copy of both alphabets (Katakana for years 5/6) chart to help them with their learning.

Kind Regards,

Tracy Aroozoo (Japanese Teacher)

JAPANESE Japanese writing uses a combination of three scripts: kanji (based on Chinese characters) and the two syllabaries shown below. Hiragana is used primarily for native Japanese words, whereas Katakana is used primarily for foreign words or for emphasis.

	HIRAGANA					KATAKANA				
	a	i	u	e	o	a	i	u	e	o
-	あ	い	う	え	お	ア	イ	ウ	エ	オ
k	か	き	く	け	こ	カ	キ	ク	ケ	コ
s	さ	し ^{shi}	す	せ	そ	サ	シ ^{shi}	ス	セ	ソ
t	た	ち ^{chi}	つ ^{tsu}	て	と	タ	チ ^{chi}	ツ ^{tsu}	テ	ト
n	な	に	ぬ	ね	の	ナ	ニ	ヌ	ネ	ノ
h	は	ひ	ふ ^{fu}	へ	ほ	ハ	ヒ	フ ^{fu}	ヘ	ホ
m	ま	み	む	め	も	マ	ミ	ム	メ	モ
y	や		ゆ		よ	ヤ		ユ		ヨ
r	ら	り	る	れ	ろ	ラ	リ	ル	レ	ロ
w	わ				を	ワ				ヲ
	ん ⁿ					ン ⁿ				
g	が	ぎ	ぐ	げ	ご	ガ	ギ	グ	ゲ	ゴ
z	ざ	じ ^{ji}	ず	ぜ	ぞ	ザ	ジ ^{ji}	ズ	ゼ	ゾ
d	だ	ぢ ^{dzi}	づ ^{dzu}	で	ど	ダ	ヂ ^{dzi}	ヅ ^{dzu}	デ	ド
b	ば	び	ぶ	べ	ぼ	バ	ビ	ブ	ベ	ボ
p	ぱ	ぴ	ぷ	ぺ	ぽ	パ	ピ	プ	ペ	ポ

SACRAMENTAL INFORMATION

8th February: Reconciliation Enrolment forms for all sacraments available *from the Church*-bring these to the Commitment masses.

Sacramental Commitment Masses:

15 February: 6.30 pm-
16 February: 9am and 5pm

22 February: 6.30 pm-
23 February: 9am and 5pm



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,
- to practise skills and concepts taught during class.

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

KEEPING SAFE

The Keeping Safe Curriculum this term will include teaching students about being safe, identifying the warning signs and the physical indicators that can signal unsafe situations as well as learning about risk-taking and how to handle emergencies.

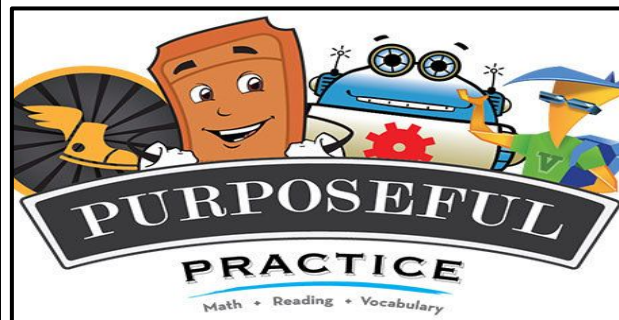
EXTRA CURRICULAR

Here at St. Emillie'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
- Tennis
- Choir
- Mini Vinnies



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





READING AT HOME



Reading is an essential part of learning and a skill that translates to every area of our lives. Reading at home includes reading books for pleasure, reading fiction, non-fiction, newspapers, magazines, textbooks and assigned reading of texts set by teachers as class work. Research strongly indicates that reading improves reading! When students read fiction, it increases their empathy and helps them to learn to deal with failure and disappointment. Children can also retreat into fantasy, which is a wonderful way of igniting the imagination and escaping from 'real life' for a little while! Reading is one of the biggest gifts you can give your children - make the public library your family friend and think about including a book in your child's pressie bag every birthday!

A parent's attitude to reading is absolutely key to a child's attitude to reading. If we set reading up as a chore - something that 'has to be done' every night rather than something special and wonderful to enjoy, we fail to pave the way for a lifelong love of reading. Help your child seek out interesting books and articles, talk about them, help them make connections with their real life, find out more about the authors and so on - connect, connect, connect with your child!

Being read to:

Being read to is an essential part of developing the desire to read and bonding with parents. It enables children to imagine and form thoughts in their heads. When you use intonation and expression when you read, children develop a real love of books and stories. Older siblings and other family members should also get involved in reading to children, as this is bonding and a very memorable time in childhood. Please remember, children (and adults) are never too old to be read to! Taking turns reading a chapter (or page) of a book is another fun thing to do as a family as long as you set your child up for success!

BEHAVIOUR MANAGEMENT

Our ultimate goal is to develop a safe, caring and respectful 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 Emillie'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 Emillie'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 Emillie'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 the most helpful way of supporting your child and our school.

TECHNOLOGY

In Year Three we have a class set of iPads in our classroom. These devices are used when they are the best tool for a particular task. The development of their digital skills is an important part of being a 21st Century learner!



AT 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.

We encourage you to ensure rules surrounding internet, computer and all technology use are supported with a responsible and consistent approach.

ABSENCES

A note from parents must be given if a child is absent from school for any period of time to meet our legal obligation. Please send these in **promptly** after the period of absence. If your child is absent please notify the office and classroom teacher by email, by 8.45am on the morning of their absence.



ST. EMILIE'S CATHOLIC
PRIMARY SCHOOL

Growing in Grace

OPPORTUNITIES FOR REPORTING STUDENT PROGRESS

This term we have Two Way Interviews in Week 5 and 6.

Information will be posted on the website. We look forward to meeting with each family personally to discuss your child's learning.



COMMUNICATION

The best way to contact your child's classroom teacher is via email.

As outlined in the Parent Information Handbook, teachers do their best to reply within 48 hours.

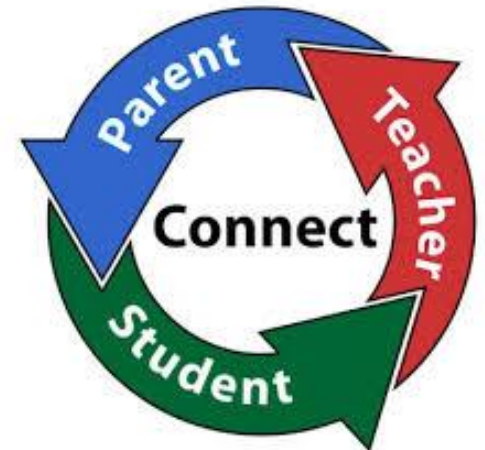
Appointments can be arranged via email.

jodie.ryan@cewa.edu.au

veronica.williams@cewa.edu.au

Important messages, reminders and dates will be on the school website. Please check it weekly.

<http://www.stemiliescps.wa.edu.au/>



FAMILIES WITH ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT



Do you and your family speak English as a second language?
Would you like assistance at St Emilie's for improving you and your children's English?



Supporting your Child

Sharing books

Reading at home is important. You can do this in your first language, talking about the pictures and what is happening in the story. The important thing is to enjoy reading together.

Homework at primary school: - Ways to help your child:

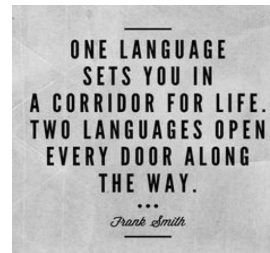
- . Ask questions and talk about the topics studied in your first language
- . Have access to a bilingual dictionary
- . Encourage them to write down any new words in English or first language to help them remember them
- . If they do not understand something encourage them to ask the teacher to explain it again

Supporting your Child with Homework

At St Emilie's we have a homework club that runs once a week for grades 4-6. Please Enquire at the front desk if you would like your child to participate.

Purposeful Practice (Homework) at primary school

It is usual for young children to have some school work to do at home (homework), for example, taking photos of home or family, sharing special objects or celebrations with the class. .



Speaking in your Home Language

It is very important for children learning English as an Additional Language or Dialect (EAL/D) to continue to use their first language at home as well as English.

First languages help families share values, traditions and cultural identities. If children can speak and write in their first language, they can make new friends in their community and keep in touch with family and friends in their own country or region.

Children who can speak another language can also learn English better because they see when words are similar (or have a similar meaning). They can also use what they know about grammar and pronunciation in their first language to help them with English grammar and pronunciation. This is also the same for learning other languages.

Speaking more than one language improves thinking skills, memory and brain health

Employers value people who are good at languages so there will be more job opportunities in the future!

Ways to help your child maintain their first language

- Sing songs, tell stories and share books in your first language
- Tell jokes, learn rhymes and have fun with language
- Watch television programmes or DVDs and talk about what happened
- Talk together at meal times. Use your first language.
- Stay in contact with family and friends by talking together on Skype or writing messages on WhatsApp, Facebook, etc.
- Buy or borrow dual (2) language books from the library for your child to read
- Attend social events in the community

What if my child refuses to speak our first language?

It is normal for children to prefer one language over another at different times especially outside of the home.

Schools respect and value your first language and it is important for children to feel proud of their language and culture.

Explain the importance of being bilingual to your child and keep speaking to them in the language you are most confident in.

Improving your English

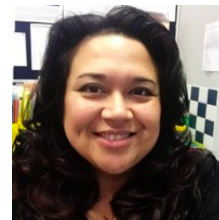
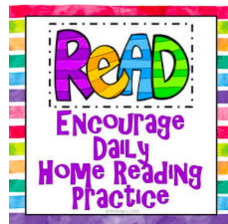
There are many ways that you can improve your own English.

Website 1: <https://learnenglish.britishcouncil.org/>

Website 2: <http://www.bbc.co.uk/learningenglish/> .

If you would like any advice or assistance in developing your child's English learning at St Emilie's please contact Mrs Tracy Aroozoo at our school for guidance.

tracy.aroozoo@cewa.edu.au



“To have another language is to possess a second soul”

Charlemagne



IMPORTANT DATES



5th February - Welcome & Commissioning Community Mass (8.00am)

21st February - Family Picnic Evening (5.00pm - 7.00pm)

25th February P&F AGM and School Board Annual Community Meeting (5:00pm)

26th February - Whole School Ash Wednesday Mass (9.00am)

2nd March - Labor Day Public Holiday

3rd March - Two-Way Parent Teacher Interviews begin

3rd March - School Photo Day 1 (7:45am Family Photos)

4th March - School Photo Day 2

13th March - Year Three Assembly (8.45am)

Two Way Parent Teacher Interviews End

17th March - Gannon House Day

20th March - Harmony Dress Up Day

1st April - Community Mass (8.00am) / Open Night (4.00pm - 6.00pm)

4th April- School Busy Bee-Saturday morning 8am -11am).

8th April - Year 4 Holy Week Tableau (9.00am) / Last Day of Term 1



A PRAYER FOR PARENTS

All praise to You, Lord Jesus,
Lover of children:
Bless our family,
And help us to lead our children to You.

Give us light and strength,
And courage when our task is difficult.
Let Your Spirit fill us with love and peace,
So that we may help our children to love You.

All glory and praise are Yours, Lord Jesus,
For ever and ever.

Amen.



Thank you for taking the time to carefully read through the Year Three Parent Information Booklet for 2020.

If you have any other questions, please contact your classroom teacher via email.

Mrs Jodie Ryan - jodie.ryan@cewa.edu.au

Miss Veronica Williams - veronica.williams@cewa.edu.au

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