

# YEAR FOUR - 2020

TERM ONE - PARENT HANDBOOK

Miss Gracie Clune & Mrs Chara Pottier





## A PRAYER FOR PARENTS

Loving God,  
Our Creator, our Saviour, and our Companion,  
bless the new school year that we embark together on -  
full of possibility and promise.

Refresh our souls and renew our spirits in our roles as  
significant adults in our children's lives.

We welcome those who are new to our community  
and we ask that you walk closely beside them on their  
journey with us all. May we each be examples of goodness  
and kindness to one another.

Lord, keep our own hearts and minds open as we guide,  
encourage and support the children in our care to learn  
about themselves, about others and about the world.

We ask this in Your Holy name,  
Amen

# Welcome Back!

Dear Parents,

Welcome back to the new school year! We trust that you had a safe and enjoyable holiday break, and are ready for a great year ahead.

We are delighted to have your child in our class, and are looking forward to getting to know them throughout the year. We have high, but realistic expectations for each student, and we will work hard to help them discover even more of their incredible potential. Each year we strive 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 environment.

A quality home/school partnership is essential in helping your child to become the best they can be. If home and school share a consistent message and clear expectations, then your child is set up for success – emotionally, physically, socially and academically.

Some of you may have questions about life in Year Four. Hopefully this booklet will assist you with answering most of these. However, if you need any further clarification, or would like to make us aware of anything important in relation to your child, please feel free to email or make an appointment. In regard to a meeting, we ask that you please give your child at least a few weeks to settle into Year Four, not only so they can get used to the new environment, but also so we can get to know them better. We have Two Way Interviews set aside in Week 5 and 6 which will give you a valuable opportunity to ask questions and discuss your child's progress further. Bookings can be made online via the school website in coming weeks.

We are looking forward to working with you to ensure that your child really shines this year in all the ways that really matter. We thank you in anticipation for your ongoing support.

**Mrs Pottier and Miss Clune**



# HOUSEKEEPING

In the table below is information regarding specialist classes for Term One. Information about what your child will need for these particular classes is also provided.

MON	TUES	WED	THURS	FRI
	<p><b>Banking</b> (Students must hand in their books before 9am)</p> <p><b>Music (Mr Dabbs)</b></p> <p><b>Physical Education (Mr Davis)</b> (Students are to wear their house shirt and sport pants or skorts)</p> <p><b>Library</b> (Please note students are to bring their library bags and books for return)</p>	<p><b>Health (Mr Davis)</b></p>	<p><b>Japanese (Mrs Aroozoo)</b>  4G even weeks 4B odd weeks</p> <p><b>Science (Mrs Cogger)</b>  4B even weeks 4G odd weeks</p>	<p><b>Year 3/4 Sport</b>  (Students wear their sport uniform - yellow sport shirt and sport pants or skorts)</p>

## 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 that if your child arrives at school between 8:20am and 8:30am, they will need to assemble in the undercover area until 8:30am to receive supervision until their classrooms open.



## TERM ONE - RELIGIOUS EDUCATION

The purpose of Religious Education is to provide an understanding of the Christian message as it is handed on by the Catholic Church. Your child will be guided to study, research and learn what the Catholic Church teaches.

The teaching of Religious Education is compulsory for all students in Catholic schools in Western Australia. Your child will have a thirty minute Religious Education lesson each day. They will also be expected to participate in praying and going to Mass throughout the year as part of the religious life of the school.

Our first unit this term, 'Church: God Knows Everything,' explores how people learn in different communities by observing, listening, trying something out and asking questions. Your child will recognise that as people get older, they begin to take more responsibility for their own learning by getting involved in decision making, for example, by choosing what foods to put in their lunchbox or by deciding how to play with others.

The Parable of the Sower will be used to demonstrate how Jesus teaches people to live good lives. Your child will learn that Jesus began the family of God, called the 'Church', so that the Apostles and all followers, could share the teachings about God.

Our second unit, 'Easter: Loved and Forgiven,' focuses on the love, forgiveness and mercy that people show, especially during Lent. Your child will learn the ways that people can show love, mercy and forgiveness to make their lives more peaceful and will realise that sometimes people need to show love by saying 'no'.

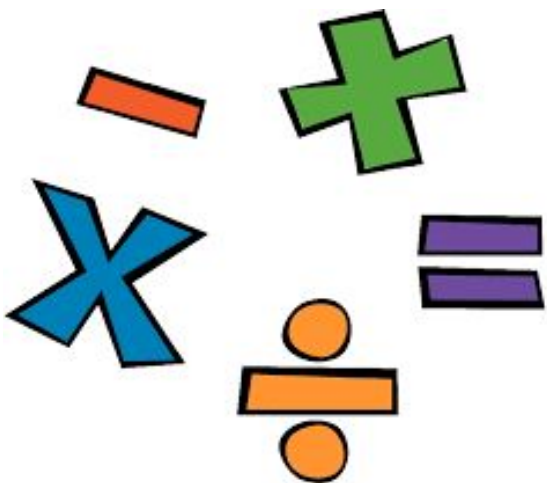
As Lent is a traditional time of mercy, your child will also learn the Spiritual and Corporal Works of Mercy, which are ways of helping others to make the world a better place. They will examine the crucifixion of Jesus on Good Friday, and reflect on the great love and mercy of God at this time.



## LITERACY

This term, our writing focus will be centred on autobiographies before moving onto persuasive writing in advertisements. The children will take an in-depth look at the structure of these text types, and will investigate the features and techniques that contribute to successful writing. They will write and analyse their own work and that of others before beginning to draft, edit and publish their texts.

Alongside their individual and conference reading and rotations, the children will complete a novel study centred on the book *Gangsta Granny* by David Walliams.



## NUMERACY

Students will begin working on the concepts of place value and number. We will be learning about odd and even numbers, recognising, representing, ordering and partitioning numbers, and will continue to consolidate and extend our understanding of addition and subtraction. As part of our whole school approach, we will also continue learning and mastering our timetables.

MAI groups will begin completing their place value unit before then moving onto addition and subtraction. Here the students will develop and expand their use of different strategies, through a variety of challenging and engaging hands on educational activities.



## INTEGRATED STUDIES

We are looking forward to beginning our Integrated unit of work titled "The Game of Life." During this unit, the children will be considering ethics, customs, hobbies and sports, and people who are important in their lives as they develop cards to play in 'The Game of Life'. They will learn which health messages in the media are safe to trust, and how to say no when someone is pressuring them.

## FRUITS OF THE HOLY SPIRIT

Our Fruit of the Holy Spirit focus for the next five weeks is '**Kindness**'. Acts of kindness, even in the simplest ways, are what make our lives meaningful, bringing happiness to ourselves and others.





## Do you and your family speak English as a second language?



- 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

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

Charlemagne

[www.killingwithknot.com](http://www.killingwithknot.com)

## 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.

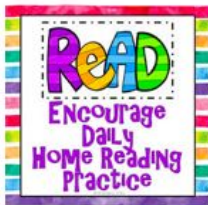
### Purposeful Practice (Homework) at primary school

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.



### 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](mailto:tracy.aroozoo@cewa.edu.au)





## TERM ONE DATES

### FEBRUARY

**5th February** - 8am - 8.30am Community Mass  
- all families welcome

**15th and 16th February** - Sacramental  
Commitment Masses

**21st February** - Family Picnic (5pm - 7pm)

**22nd & 23rd February** - Sacramental  
Commitment Masses

**25th February** - P&F / Board AGM

**26th February** - Ash Wednesday Whole School  
Mass

### MARCH

**2nd March** - Labour Day Public Holiday

**3rd March** - Family Photo Day 1 & Two Way  
Interviews Start

**4th March** - School Photo Day 2

**13th March** - Two Way Interview End

**20th March** - Harmony Day Dress Up

**26th March** - Constable Care Incursion

## TERM ONE DATES

### MARCH cont.

**30th March** - Inter School Swimming Carnival

### APRIL

**1st April** - Open Night

**8th April** - Year 4 Assembly & Students Last  
Day

**9th April** - Pupil Free Day

**Friday 10th April** - Good Friday Public Holiday

**Sunday 12th April** - Good Sunday

## SACRAMENTAL DATES

### Commitment Mass Dates

- Saturday 15th February - 6:30pm
- Sunday 16th February - 9am & 5pm
- Saturday 22nd February - 6:30pm
- Saturday 23rd February - 9am & 5pm

### Workshop for Children & Parents

- Wednesday 29th July - 4pm or 5.30pm
- Thursday 30th July - 4pm

### Reconciliation

- Children receive reconciliation before a  
Mass prior to 1st Eucharist

### Sacrament of First Eucharist

- Saturday 22nd August - 6pm
- Sunday 23rd August - 9am & 5pm
- Saturday 29th August - 6pm
- Sunday 30th August - 9am & 5pm



## BELONGINGS

All students should have each item of their property labelled with their name. The children are responsible for their own items, including hats, and will need to maintain the presentation of them. For example, any books that have graffiti on them or are torn will need to be replaced.



ST. EMILIE'S CATHOLIC  
PRIMARY SCHOOL

*Growing in Grace*

## FOOD ALLERGIES

At St. Emilie's we have a number of children with severe food allergies. Please keep this in mind when sending food to school. No nuts, nutella or peanut butter sandwiches, thank you.



## BIRTHDAYS

Please do not send in any food treats to share with the class on your child's birthday.

Rest assured we will certainly celebrate them and their special day.



**NUT FREE  
ZONE**

## LUNCHES AND SNACKS

Parents are reminded that there is a very high expectation that children's lunchboxes contain healthy, nutritious food choices every day.

All children must be sent to school with a healthy snack for **"crunch and sip"** and a healthy recess/lunch to ensure they have enough energy to concentrate during the day. St. Emilie's is a nut free and 'Allergy Aware' school.

Lunches on-line are available each Wednesday and Subway lunches each Friday. These are provided as 'a service' for families. If you are able to donate half an hour of your time on a Wednesday lunchtime roster, please contact the School Office on 92569696.



## NUDE FOOD

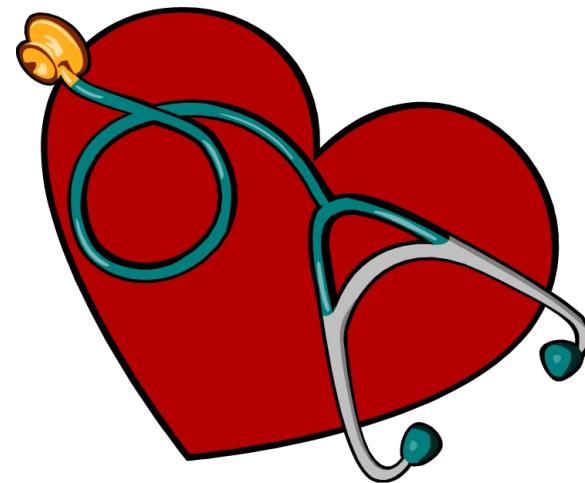
We are asking students to please bring their recess and lunch to school in containers. We are aiming for a rubbish free school!

## WATER BOTTLES

Children will always be allowed to keep their water bottle in the classroom; however, they must only contain water (no cordial, juices etc).

## MEDICAL

If your child needs to take medication that will affect their participation in school activities, please advise the school via the form in your pack from the Office. In addition, if your child requires medicines to be administered during school hours the appropriate form needs to be completed. These are also available from the office.



## ABSENCES

An email from parents must be given if a child is absent from school for any period of time for accountability/legal purposes. Please send these in promptly to both your child's teacher and the office before gam on the day of absence. Holidays during term time are not encouraged or endorsed in our school; however, if you are planning a holiday, you must complete a holiday form from the office for school records and for legal purposes.

|



ST. EMILIE'S CATHOLIC  
PRIMARY SCHOOL

*Growing in Grace*

## OPPORTUNITIES FOR REPORTING STUDENT PROGRESS

This term we have Two Way Interviews in Weeks 5 & 6. Details regarding the booking for Two Way Interviews will be posted on the website. We look forward to meeting with each family personally, so your child can showcase their progress, successes and goals. We also invite you to attend our classroom open night in week 9.

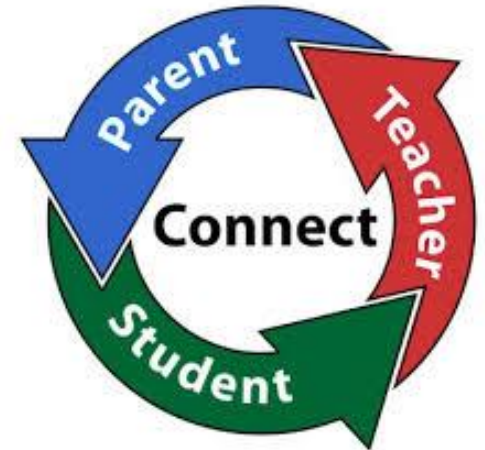
## COMMUNICATION

The best way to contact your child's classroom teacher is via email. As outlined in the Parent Information Handbook, teachers will endeavour to reply within 48 hours during the working week. Appointments can be arranged via email.

[chara.hynes@cewa.edu.au](mailto:chara.hynes@cewa.edu.au)  
[gracie.clune@cewa.edu.au](mailto:gracie.clune@cewa.edu.au)

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

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



## MARKING

Please be aware, while not every piece of work completed by students will be marked, this doesn't mean that it has not been viewed by ourselves or others e.g. support teacher, peers etc. 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.



ST. EMILIE'S CATHOLIC  
PRIMARY SCHOOL

*Growing in Grace*

## PURPOSEFUL PRACTICE

In Term One we will be using our whole school approach of Purposeful Practice. We thank you for your ongoing parental support to ensure that your child is completing the set tasks at home. The grids will be shared online on the school website. For more information on the Purposeful Practice Policy, please see the

School Website.

Wk. 1 - No Grid

Wk 2 & 3 - Due Friday Wk 3

Wk 4 & 5 - Due Friday Wk 5

Wk 6 - No Grid

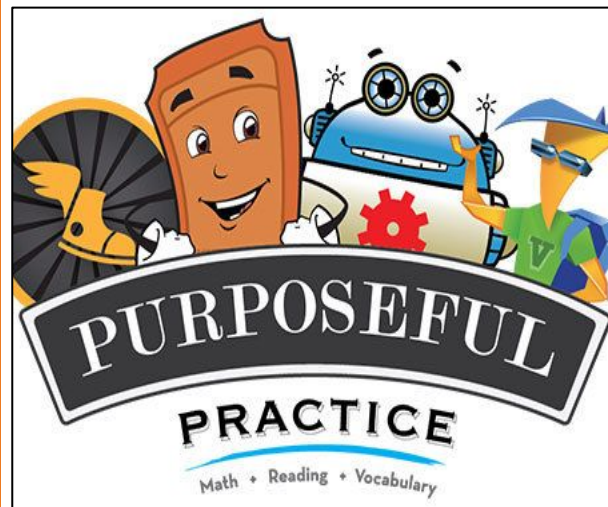
Wk 7 & 8 - Due Friday Wk 8

Wk 9 & 10 - Due Friday Wk 10



## BEHAVIOUR MANAGEMENT

Parents will only be contacted should a behaviour warrant your attention. If a student has continued to ignore class rules or teacher reminders, or if a particular one-off behaviour is worthy of further investigation, the Principal and or members of the Leadership Team may become involved. Here at St Emilie's, we work closely as a team to address behaviour issues as soon as possible to the time it occurs so that good learning can be made from inappropriate choices. When parent and staff are 'on the same page' and support one another, there will always be better outcomes for all children.



# WHAT DO WE VALUE? HERE AT ST EMILIE'S ...

## We respect each other

- \* We include others in all games
- \* We make people feel welcome
  - \* We use our manners
- \* We actively listen to others
  - \* We speak one at a time
- \* We are friendly and polite to all
- \* We pass things, not throw them
  - \* We work quietly
  - \* We treat others with care
- \* We respect each other's' property
- \* We follow instructions the first time
  - \* We support others to learn
- \* We take responsibility for our choices
  - \* We give others a 'fair go'

## We strive for excellence in all we do

- \* We try to do your best in all we do and say
- \* We set ourselves goals and work hard to achieve them
  - \* We persist, work tough, and don't give up
    - \* We practise to become better
  - \* We aren't afraid to try new things
    - \* We learn from our mistakes
  - \* We give our best effort to all we do
  - \* We think before we say or do anything
  - \* We believe in ourselves and each other
    - \* We use our gifts and strengths

## We build well-being

- \* We include everyone
- \* \* We are positive thinkers
- \* We have a growth mindset
- \* We cheer others up when they are feeling sad
  - \* We feel good about ourselves
  - \* We don't let others bring us down
  - \* We avoid dwelling on the negative
- \* We use tact and consider the feelings of others
  - \* We bounce back
- \* We speak up when we see or hear about something that is not right

## We care for and create a safe environment

- \* We take pride in our classroom and school and help to keep it clean and organised
  - \* We pick up rubbish
- \* We take care of the plants and gardens
  - \* We help people when they are hurt
- \* We move around our school in a responsible way
  - \* We reduce, reuse and recycle
  - \* We help others willingly
- \* We are aware of strangers on school property

## HERE'S A 5-POINT CHECKLIST TO HELP YOU STAY FOCUSED AND BE EFFECTIVE IF YOUR CHILD EXPERIENCES ANY PROBLEMS HERE AT SCHOOL.

### 1. Stay calm and avoid the "first impulse"

Don't get on the phone/email straight away when things go wrong. It's natural to protect, or defend your children, particularly when you think that they have come in for some unfair treatment; however, acting when you are full of emotion is not helpful in the long run. Take your time to think through how you might best assist your child.

### 2. Get all the facts.

Children can be faulty observers at times, and often only see one side of a story when there is a problem with a fellow student or teacher. Calmly ask good questions to help the full story emerge.

### 3. Go through the right channels.

Approach the school calmly, going directly to your child's teacher for clarification. At times, the Leadership Team may also support the process. Here at St Emilie's, the Leadership Team work closely with children, staff and families - 'it takes a village to raise a child.'

### 4. Looking for solutions rather than blame.

State the problem as you see it and view your child's teacher as an ally. "I'm really worried about my son/daughter. They have been acting differently lately, and I need some help," is the type of approach that will elicit a supportive response. Talk about your concerns and keep the discussion focused firmly on collaborating with your teacher to support your child's needs. Listen to your teacher's viewpoint, valuing a different perspective.

### 5. Stay in Touch

Be realistic with your expectations, remembering that some problems may not be resolved straight away. Be prepared to work alongside your child's teacher over the long term which means you need to keep communicating and supporting each other.