



Catholic Education
Diocese of Rockhampton



Year 3 Parent Teacher Information Session

2024

St. John's
CATHOLIC PRIMARY
SCHOOL



WALKERSTON

God our Father,
bless the community of St John's:
students, staff, parents and friends.

Help us to grow in strength as
Christians and be a good example to
all.

Encircle us with your loving care.
May we grow in faith, and may Jesus'
commandment of love, to:
'Love one another as I have loved you'
become deeper in our daily lives.

Amen.

Welcome

Thank you for being a part of our Year 3 cohort this year. We look forward to working with you and your child.

3A - Miss Jemima Mactaggart

TA: Mikinley Sugars (currently on prac)

3B - Miss Jess Bugeja

TA: Rhonda Bennett

Key Curriculum for Year 3 in 2024

English

Writing - Informative, Persuasive, Imaginative.

Reading - Inspire Reading - using quality literature to support reading e.g. The Magic Hat by Mem Fox.

Daily 5 - Choosing good fit books, Read to Self, Read to Someone.

Cafe - Learning about Comprehension, reading accurately, reading fluently, applying strategies and expanding vocabulary.

Maths

Mathematical Mindsets.

Number - Numbers to and beyond 10 000, strategies for addition, subtraction and multiplication, number patterns.

Fractions - representing fractions using pictures, objects, symbols.

Money - represent values in different ways.

Interpret and compare data displays.

Measurement - length, mass, capacity.

Time - telling time past the minute, to the minute.

Naplan: Week 8. Fact sheet in newsletter, more info to come.

Key Curriculum for Year 3 in 2024

HASS

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities.

Science

Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals.

Religion

Our first topic for this year is:

Learning Cycle 7 - What is a Diocese in the Catholic Church? We will identify some key features of the Catholic Diocese of Rockhampton (its land area; the names and locations of key buildings, the name of the bishop, names of parishes in the local area).

Specialist lessons:

- HPE
- *Mental health and wellbeing* - term 1 & 3
- *STEM (digital technology)* - term 2 & 4
- *The Arts* - T1: drama, T2: visual arts, T3: dance, T4: music

Homework

In Year 3, homework is **sent home on a Thursday** and will be over the weekend and **back on a Wednesday**.

Each week your child will have 2 home readers sent home with their homework. Students will receive personalised spelling lists, these are either high frequency words or curriculum focussed. Please test your child on their words, if they are incorrect they will keep them for another week.

It is an expectation that homework is completed and handed in on time, failure to do so two weeks in a row will result in your child completing homework at play time.

Students will have access to Maths Online at home. It is not compulsory, however it is a great way for the children to revise/revisit/understand more about concepts covered in class.

If you have any questions/concerns please contact your classroom teacher.





Volunteers

If you wish to volunteer at any point during the year, it is important that you have completed the Induction for Volunteers. This might be for classroom activities, sports carnivals, excursions, or in the tuckshop etc.

Parents and carers have been emailed a copy of the *Induction of Volunteers*.

If you intend on being a volunteer in any capacity we ask you read the Induction of Volunteers guidelines and complete the Google Form acknowledgement that you have read and understand your duties as a volunteer **(all included in an email from our school office 25/01/2024)**.

ICT Code of Practice

Every student, under the guidance of their parents or school staff, can use Catholic Education IT resources – hardware and software.

The ICT Code of Practise agreement must be signed by all users – staff and students.

This document sets clear guidelines for the user and what they can/ cannot do when using Catholic Education devices. Please support your child with the signing and return of these guidelines. Every student across the Diocese is expected to abide by these expectations.


A copy of the Code was emailed to parents in Week 0. Permission slips were sent home at the end of Week 1 and were due by 2nd February.

Reporting

Formal reporting and meeting times are scheduled throughout the year to discuss student progress with their parents. These times are:

- Parent / Teacher meetings: scheduled Term 1 Weeks 8 & 9 and in Term 3 towards the end of the term.
- Report Cards: issued in the last week of Term 2 and Term 4.

If you have any concerns about your child's academic, social, and emotional progress please contact your child's classroom teacher to arrange a time to meet.



Meeting and communicating with teachers


Arranging a meeting with your child's teacher:

Teachers try to be available to meet with parents to discuss student progress or any other concern you may have about your child. It is important that parents are aware of the “right” times to have these discussions. The best way to arrange a meeting would include:

- Email the teacher directly.
- Speak with them briefly either before or after school to arrange a face-to-face meeting, or,

It is also important to understand that calling the school and being switched through to your child's teacher to talk during instruction time is also not ideal.





Also, we ask that parents be aware that the time at the beginning of the school day (time up to 8:35 a.m.) is a very busy time for a classroom teacher.

Teachers try to be in classrooms by 8:15 a.m. to allow students time to prepare themselves for the day of learning. This also gives parents time to pop into the classroom and read with their child, share some of their learning or make brief contact with the teacher.



We also strongly discourage grievances being aired in a “Carpark Committee” style or through social media/messenger groups.

Teachers can find it difficult to respond to emails during teaching and learning time, however, will make every attempt to ensure they are up-to-date with them. Please understand that our teachers will reply in a timely and punctual manner.

It is also important to respect that all staff have the right to ‘switch off’ outside of work hours, therefore, emails to staff outside of normal working hours may not be responded to immediately.

Inclusive Curriculum



Our Inclusive Curriculum (IC) team are lead by Mrs Tanya Hamilton and Mrs Helen Baisden.

Along with our APC (Mrs Shae Saunders), classroom teachers and IC Support staff, our IC team work together to create learning environments that support inclusion and differentiation for all learners.

NCCD:

The Nationally Consistent Collection of Data (NCCD) on School Students with Disability is an annual collection of information about Australian school students who receive adjustments due to a disability.

- *Does it affect our child?*
If your child has a diagnosis; receives speech, physiotherapy or occupational therapy; and has a health issue, then we can support them if it impacts their learning at school.
- *What do we do then?*
Talk to your child's teacher, Inclusive Curriculum teacher and bring along any reports from specialists you may have.
- *What is the support that our child might receive?*
- Depending on the needs of your child, adjustments or modifications may be made to assist your child to access the curriculum in different ways, provide social and emotional support, and even make changes to the school environment.

Please approach Shae, Tanya, or Helen if you have any questions regarding the process.

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Student behaviour and expectations

Developing a positive school environment is about an attitude, which focuses on how one person interacts with another to develop right relationships. At St John's, for effective teaching and learning and for positive relationships to occur, three key understandings must exist:

- Teachers can expect to teach;
- Students can expect to learn and play in a safe environment.
- Students are responsible for their own actions.

At St John's, we have high expectations and clear boundaries to assist with “promoting student success for social behaviour” (BBBL).

Social success requires structure and opportunities for students to learn how to engage effectively, reach their goals, and not disturb or disrupt others.

Our *School Rules* reflect this vision and have been developed using our school Vision Statement, Mission Statement, Motto and aligned with our School Virtues as a guide.

School Rules



BE RESPECTFUL

Everybody has the *right* to be treated with respect.

Everybody has the *responsibility* to act safely and respect others, the environment, their property and the property of others.

We demonstrate **LOVE** when we...

- Act safely
- Speak politely and act courteously
- Keep our hands and feet to ourself
- Look after everyone's belongings

BE RESPONSIBLE

Everybody has the *right* to feel safe and accepted by others.

Everybody has the *responsibility* to be honest, show forgiveness, be tolerant and learn from mistakes.

We demonstrate **HONESTY** when we...

- Are a Bucket-Filler
- Accept the consequences of our actions and behaviours
- Love one another and show forgiveness
- Be honest with yourself and others



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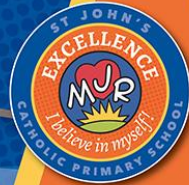
BE AMAZING

Everybody has the *right* to learn and achieve their personal best.

Everybody has the *responsibility* to work hard, feel valued and accepted, allow others to succeed and be part of the team.

We demonstrate **EXCELLENCE** when we...

- Listen to teachers and follow their instructions
- Be proud and learn to our highest potential
 - Wear our uniform with pride
- Work together as a team: be enthusiastic and encouraging
- Ask for help: never give up because mistakes are valuable



BE THANKFUL

Everybody has the *right* to be treated fairly and with mercy.

Everybody has the *responsibility* to love, be loved and try to be like Jesus in everything they do.

We demonstrate **THANKFULNESS** when we...

- Love one another: Show the spirit of Jesus in all that you do
- See and act on the needs of others before our own
- Are a good role-model
- Support and engage with the faith-life of the school
- Show gratitude





Reflection Room

If a situation arises where these three basic assumptions are compromised, it is possible for teachers to refer a student to our lunch-time Reflection Room. Possible behaviour redirection may include but not limited to:

- Incomplete homework, assignments or class tasks.
- Consistent disruptions to teaching or learning.
- Not listening to a teacher/staff member or following their instructions.
- Unsafe behaviour, either towards themselves or others.
- Off task behaviour – walking around the room/out of seat, not working on a set task, talking to others, listening to others.

If a student is referred to the Reflection Room, it means that they will spend their play at second break working with a member of the Leadership Team or a teacher to discuss:

- What they were doing.
- How this is not in line with class/school rules.
- What they need to do better next time.

Reflection Room

Our referral form (right) outlines reasons why students are referred to the Reflection Room.

If your child is referred to the Reflection Room you will be notified by their classroom teacher or specialist teacher, either via email or phone.

While any referral of a student to the Reflection Room might be distressing for a parent, it must be understood that this opportunity for the student to talk about what has happened and identify ways for growth. Parent support of the school when referrals occur is appreciated so we can work together to support the child.


Further information about our Behaviour Management Process is available on our website.

2	<p>Not following agreed School Rules:</p> <p><input type="checkbox"/> Be Respectful:</p> <ul style="list-style-type: none"> o <i>Not acting safely</i> e.g. swinging on chairs, throwing things in the classroom, running on cemented areas; o <i>Not keeping hands, feet and hat to self</i> e.g. Rough play – using hands, play fighting; hitting others with hat <p><input type="checkbox"/> Be Responsible:</p> <ul style="list-style-type: none"> o <i>Not being truthful</i> e.g. o <i>Being a Bucket Dipper</i> e.g. being mean, spiteful, rude etc. to staff or peers. <p><input type="checkbox"/> Be Amazing:</p> <ul style="list-style-type: none"> o <i>Not listening to staff and/or following instructions</i> e.g. Off task classroom behaviour; walking around /out of seat; o <i>Not learning to our highest potential</i> e.g. Incomplete homework or set classroom tasks; not working on a set task o <i>Incorrect uniform</i> e.g. no hat – no play, shirts worn tucked in, correct uniform e.g. hair, accessories, shoes, socks. o <i>Not working as a part of a team</i> e.g. Talking over others; Not sharing; Disrupting teaching and learning; calling out.
	<p><input type="checkbox"/> Be Thankful:</p> <ul style="list-style-type: none"> o <i>Not acting on the needs to others</i> e.g. Deliberately being a bystander; <p><input type="checkbox"/> Persistent and ongoing Level 2 behaviour (following repeated addressing of behaviour with student AND parents)</p> <p>Not following the agreed School Rules:</p> <p><input type="checkbox"/> Be Respectful / Be Responsible:</p> <ul style="list-style-type: none"> o <i>Not looking after belongings</i> e.g. Taking, moving, tampering with and/or damaging property; o <i>Not acting safely</i> e.g. Deliberate rough play e.g. pushing/shoving, tripping, kicking, kicking/throwing objects at others, tackling, slide tackling o <i>Not speaking politely</i> e.g. Intentional swearing at another student; Teasing, harassing, putting others down o <i>Discourteous</i> e.g. Disrespecting teachers e.g. swearing at them, speaking rudely, constantly ignoring instructions/ questions/ directions. <p><input type="checkbox"/> Be Amazing:</p> <ul style="list-style-type: none"> o <i>Not working as part of a team</i> e.g. A consistently disobedient attitude; arguing with others
3	<p><input type="checkbox"/> Persistent and ongoing Level 3 behaviour</p> <p><input type="checkbox"/> Four or more Level 2 behaviour for the week</p> <p><input type="checkbox"/> Theft</p>
4	

Year 3 Student Behaviour and Expectations

In 3A, we based our classroom expectations off a book called “Our Class is a Family. This book taught the students that their classroom is a place where it's safe to be themselves, it's okay to make mistakes, and it's important to be a friend to others. During Welcome Circle we also discuss the school virtues and how to follow them in the classroom.

In 3B, we co-created our class expectations, by thinking of things “we would love to see in our classroom”. We discuss some expectations each morning in our Welcome Circle.

- ★ We listen to who is speaking.
 - ★ We be honest.
 - ★ We be kind.
 - ★ We look after our belongings.
 - ★ We take turns at speaking.
 - ★ We show whole body listening.
 - ★ We look after our classroom.
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General Information

- Signing students in an out of the office if students are:
 - Late to school. Class starts at 8:35 a.m. and students are expected to be present and ready for learning by this time. Consistently being late to school does not set your child up for a successful day,
 - Leaving early / going to an appointment.
- Sports uniform/specialist lessons
 - PE lessons for Year 3 are on Thursdays.
 - Students are to wear their PE uniform on their PE day and if they wish to on a Tuesday.
 - Centenary shirts on a Tuesday with sports pants.
 - It is an expectation that boys have their shirts tucked in at all times.
- Medication
 - Must be through the office with the correct forms filled out.
- Fruit snack
 - Fruit/veg, yoghurt or cheese.
 - We have fruit snack at roughly 10am.
- Diaries
 - Each child has their own diary.
 - The expectation around these is that they are brought to school daily, as a way of communicating reminders to students.



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**Thank you very much for your support.
We look forward to working with you in 2024.**