



Catholic Education
Diocese of Rockhampton



Year 4 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



Miss Bridie Beatson



Miss Tahlia Kelly

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Welcome



Ms Sara Patterson



Mrs Rebekah Pietzner



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).



Before and After School arrangements

Before and After school expectations of parents and student were shared in the Week 1 newsletter. Important information to go over as a reminder:

Before School:

Students should not be on school grounds before 8 a.m., unless they are with a parent/carer. Students are to gather at the covered area (Prep/Yr1 eating area) or under the sails near the Mercy Garden. Hats should be worn at this time.

Parents, students and younger siblings are **NOT** to:

- Gather outside of classrooms, including prep and Year 6/MPR.
- Play or sit around the prep or senior playgroup area.
- Wait near the flagpoles.
- Wait outside of classrooms/on verandas with their child unless you have a scheduled appointment with your child's teacher.
- Go directly to classrooms to drop bags off prior to 8:15 a.m.

At 8:15 a.m. the school office opens and a teacher will collect students from the gathering area. Students and parents can then head to classrooms (and enter if their teacher is present) or go to the MPA for handball. No other play areas are to be used before school (especially Prep students on the playground).

Where to wait before school




Where not to wait



After School

- Parents are able to come into the school to collect their child/children.
- Our supervised collection point is at the Hall on the stands. Students waiting for their parents or catching the bus are to move to these areas quickly once dismissed from class.
- It is asked that parents avoid gathering on verandas (upstairs and downstairs) to limit student distraction and assist with student traffic flow at dismissal time. If you need to see your child's teacher, wait for the bell before heading to the classroom door.
- Any students not collected by 3:10p.m. will be brought to the school office and parents will be contacted.
- Students should NOT be encouraged to exit the school grounds on their own or wait outside of the school e.g. near the church/hall on Anne St or cross the highway on their own.

Student travel to and from school

- Students travelling by bike or scooter are to walk their bike/scooter while on school grounds and they are to be stored near the Year 5 classrooms next to Block D.
 - Anyone crossing Creek St (Admin side of the school) should do so using the supervised crossing.
- 

Mobile Phones and personal devices

A Mobile Phone policy has been developed by the School Board to clarify the responsibilities of students and parents in the acceptable and safe use of personal mobile phones on the school grounds during the school day. This extends to personal devices or accessories.

A copy of this policy and the Mobile Phone Permission form was emailed home in Week 1. It is also available on our school website.



St John's Catholic Primary School Walkerston

Mobile Phone Policy

Approved: September, 2022 | For Review: 2025

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.

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

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 in to the classroom and read with their child, share some of their learning or make brief contact with the teacher.

For a variety of reasons, it is not always possible for teachers to have an in depth conversation at this time. If you wish to speak with your child's teacher it is suggested you touch base with them, give a brief outline of the situation or concern you wish to discuss, and say you will follow it up with an email to make a time to meet.

Support of this process would be appreciated.



Communication via email

Teachers are very available if they need to be contacted in person or via telephone. However, with many parents working, email can also be an effective way of keeping the lines of communication open.

Email works well when the nature of the matter/question/request is brief and needs a short reply or clarification.

Emails with questions regarding progress, behaviour, other student issues or a “difficult conversation” that needs to be had, often not the best method of communication. Emails that have a ‘shopping list’ of questions/issues, encourage a “backwards and forwards” or “email-a-thon” can be less productive and are best discussed in greater depth in person.

Homework

In Year 4, homework is given out on a **Friday** and returned the following **Thursday**, allowing students time over the weekend to complete all tasks. Homework is required by all students at St John's. Failure to hand in completed homework without due reason will incur a reasonable consequence, such as completing tasks during lunch breaks.

If your child is struggling for some reason to complete homework for the week please email in advance or communicate this through the use of your child's diary. Encourage your child to see us as soon as possible, so that we can support him/her with the completion of the homework activities.

We have tried to organise homework so that students are able to complete it independently. Students are required to finish all tasks on their sheet by submission. We would also expect that students are reading for at least 10 minutes daily.

This year we have Student Diaries. The students are expected to bring these to school everyday and place them in their book box. Diaries may be used throughout the day or needed for important messages, so it is essential that they are at school. Diaries will start to be sent home with homework this Friday.



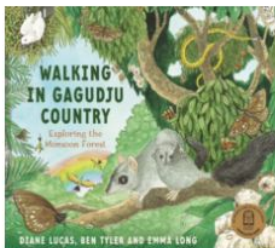
Supporting Learning at Home

Parents play an important role supporting student learning at home. Consistent routines need to be established for this to be successful.

Students require the support of parents to continue this learning at home. Every teacher will provide homework on a weekly basis. These tasks are generally given out towards the end of the week to give time for completion over the weekend. Reading is also important to continue supporting so that your child can continue to grow and consolidate this important life-long skill.

English

Term 1 Contexts: Biodiversity, nature, ecosystems, sustainable use of resources



Text: Walking in Gagadju Country | Diane Lucas, Ben Tyler, Emma Long:
[VIEW Unit](#)

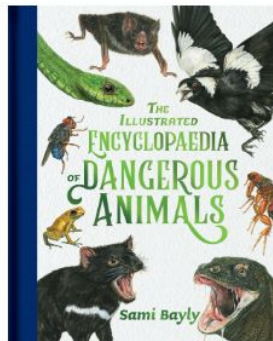


Term 2 Contexts: Self-acceptance, consequence, Australian animals

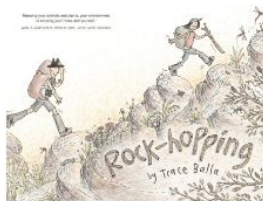


Text: Not Cute | Philip Bunting
[View Unit](#)

Term 3 Contexts: Biodiversity, Environmental degradation, Ecosystems, Conservation work in Science



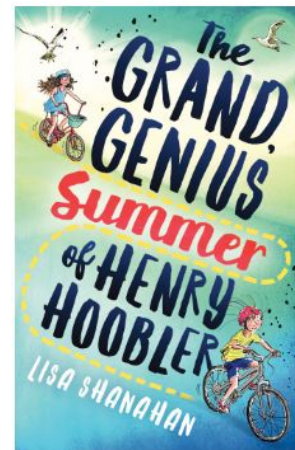
Text: The Illustrated Encyclopedia of Dangerous Animals | Sami Bayly
[View Unit](#)



Term 4 Contexts: Sustainability, Critical and Creative Thinking, Consumerism, Resource Allocation and making choices, Cause and Effect, Design Technology



Text: The All New Must Have Orange 430 | Michael Speechley
[View Unit](#)



Religion

Our 2 topic questions in Religion this term are:
What are some of the key events in the Catholic Church's early history in Australia?
and
Why did biblical authors use different text types?

Students will identify advocates for social change in early colonial Australia, sequencing some key people and events (secular and religious) from c.1770 CE - c.1850 CE. They will recognise their significance in Australia's history and investigate different points of view towards Aboriginal people in early colonial Australia.

Students will use the Bible's referencing system to locate passages in the Bible and identify typical structure and language features of text types in the Old Testament. They will recognise how knowledge of the typical structure and language features of an Old Testament text affects a reader's understanding of its message.

Maths

In Year 4, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Focus concepts for this term are: Addition & Subtraction, Place Value, Time, Measuring length, Perimeter & Area, Fractions, Data collection and Multiplication & Division.

Hassf

In this unit, students learn about the early years of European (British) settlement in Australia. They study the reasons behind the establishment of the Sydney colony, the First Fleet journey, and what life was like for the early colonists. Students look at the different forms of early contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers and understand the impact that the British colonisation of Sydney had on the lives of the Eora people.

Science

In this Science unit, students will learn that objects move as a result of a push or pull force. They will understand that forces can be exerted by one object on another through direct contact or from a distance. Students will question, explore and experiment, investigating different types of forces, including gravitational force and magnetism. They will investigate how forces and the properties of materials affect the behaviour of systems and products.

Other Learning Areas in Term 1

Drama with Mrs Fitzpatrick

P.E with Mrs Pastega

Mental Health & Wellbeing with Mrs Pastega

Integrated Art and Technology

We will communicate with you other focus topics/concepts for each learning area through our termly newsletters. This way you are informed each term about what your child will be learning and can assist as necessary at home.

Inclusive Curriculum



Our Inclusive Curriculum (IC) team are lead by Mrs Tanya Hamilton and Miss 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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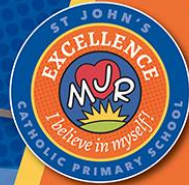
BE AMAZING

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	Not following agreed School Rules:
	<input type="checkbox"/> Be Respectful: <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
	<input type="checkbox"/> Be Responsible: <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.
3	<input type="checkbox"/> Be Amazing: <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 tasko <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.
	<input type="checkbox"/> Be Thankful: <ul style="list-style-type: none">o <i>Not acting on the needs to others</i> e.g. Deliberately being a bystander;
	<input type="checkbox"/> Persistent and ongoing Level 2 behaviour (following repeated addressing of behaviour with student AND parents)
4	Not following the agreed School Rules:
	<input type="checkbox"/> Be Respectful / Be Responsible: <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 tacklingo <i>Not speaking politely</i> e.g. Intentional swearing at another student; Teasing, harassing, putting others downo <i>Discourteous</i> e.g. Disrespecting teachers e.g. swearing at them, speaking rudely, constantly ignoring instructions/ questions/ directions.
	<input type="checkbox"/> Be Amazing: <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
	<input type="checkbox"/> Persistent and ongoing Level 3 behaviour
	<input type="checkbox"/> Four or more Level 2 behaviour for the week
	<input type="checkbox"/> Theft

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
 - Students are to wear their PE uniform on their PE day and if they wish to on a Tuesday.
 - The Arts and P.E are both on a Thursday. Mental Health and Wellbeing is on a Tuesday.
 - Centenary shirts can be worn on Tuesdays.
- Medication
 - Must be through the office with the correct forms filled out.

As you may be aware, our school bell times have changed this year.

Session 1: 8:35 - 11.15am

Lunch: 11:15 - 11:40am

Session 2: 11:40 - 1:00pm

Lunch: 1:00 - 1:35pm

Session 3: 1.35 - 2.55pm





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