

Grade 3/4 Parent Information 2020



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Welcome to Year 3/4 at The Patch Primary School!

We look forward to working with your children this year and the successes and developments the year brings. Communication between home and school is essential for a successful year. We encourage you to keep us informed about celebration, issues, problems or questions that may arise during the year.

Email is an easy and effective way of keeping in touch and we will be able to make a mutually convenient time to meet if required. Please be aware that we may not get the time to check our emails throughout a teaching day. If you need to alter pick-up time you need to contact the office rather than our personal email.

**Thanking you for your support.
We look forward to working in partnership with you.**

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Table of Contents

Section One: Routines and Administration	pg.4-5
<ul style="list-style-type: none">- Bell Times- 2020 Term Dates- Class Timetables- Class Communication	
Section Two: Berry Street/Behaviour Management	pg. 6-9
Section Three: Curriculum	pg.9-14
<ul style="list-style-type: none">- Digital Technologies- Indigenous Education- Japanese- Library- Literacy- Macqlit literacy support- Music- Numeracy- Philosophy- Physical Education- Respectful Relationships- STEM- Visual Arts	
Section Four: Extra-Curricular Activities	pg.14
<ul style="list-style-type: none">- Camps / Excursions	
Section Five: Assessment and Data	pg.15
<ul style="list-style-type: none">- Assessment at Your Child's Level	
Section Six: How to Help Your Child	pg.15 - 16
<ul style="list-style-type: none">- Homework- Parent Assistance- Tips on Helping Your Child at Home	

SECTION ONE

Routines and Administration

Bell Times

8.55 am	All students in classrooms – Circle Time and Roll
9.00 am	Beginning of learning session
10.00 am	Fruit/Veggie snack time (inside)
11.00 am	First Play Break
11.45 am	Lunch eating time (inside)
12.00 pm	Beginning of learning session
2.00 pm	Second Play Break
3.25 pm	School day ends

Term Dates

Term 1: 28th January (school teachers start) to 27th March

Term 2: Tuesday 14th of April (Monday is Easter Monday) to 26th June

Term 3: 13th July to 18th September

Term 4: 5th October to 18th December

Punctuality

All students are expected to be in the classroom ready to start the day at 8.55 am. If for some reason they are late arriving at school, after 9.00am, parents will need to sign in electronically outside the general office area and take a late arrival pass to the child's teacher. Punctuality is of the utmost importance as teaching sessions will begin at this time and students who are late arriving not only miss out on critical teaching and learning, but also interrupt the learning of others.

Timetable

2020 Year 3/4 Timetable (Term 1)

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 – 10.00	Circle Time Reading	Circle Time Reading	Circle Time Specialists (Art/Music/Japanese)	Circle Time Reading	Circle Time Assembly (9:15)
10.00-11.00	Writing	Writing	Specialists (Art/Music/Japanese)	Writing	Literacy
11.00 – 11.45	Break	Break	Break	Break	Break
11.45 - 12.00	Lunch Eating	Lunch Eating	Lunch Eating	Lunch Eating	Lunch Eating
12.00 – 1.00	Maths	Maths	Specialists (Art/Music/Japanese)	Maths Library (3/4B)	(Rotations) Philosophy STEM P.E
1.00 – 2.00	(Rotations) Philosophy STEM P.E	Maths -	Spelling/ THRASS/ Spelling test	Maths Library (3/4C)	(Rotations) Philosophy STEM P.E
2.00 – 2.30	Break	Break	Break	Break	Break
2.30 – 3.30	Meditation Inquiry	Meditation Inquiry	Meditation Library (3/4A) Maths	Meditation Inquiry/Choir	Pack up Finishing Off/ Student Choice Gratitude Circle

Wet Weather Days at The Patch PS

In line with international findings that demonstrate that time spent outdoors throughout the year is valuable in developing deeper nature connections, greater awareness of seasonal and weather changes, opportunities to experience weather variations, and build resilience, we spend our recess and lunch play time outdoors all year round.

To ensure students are protected from the weather, we ask that they **bring a raincoat** to school and wear this during wet weather. Students wearing appropriate wet weather gear are allowed to continue to play on the oval or play equipment. If a student does not have a coat, they will be required to take cover under the breezeways or decks until the rain has passed.

Our students are becoming much more responsible and making appropriate clothing choices to maximise their playtime outside and to experience the sensations of falling rain without getting wet. These can be magical and memorable

moments. We have also found that time spent outdoors has a calming influence on students that often improves their focus for learning when they return to the classroom.

Some students like to use an umbrella to school. These are useful but do not replace the need for a coat. It may be worth adding some spare socks or other uniform items to the school bag for emergencies, particularly in winter when ball sports are popular on the oval.

Students are not permitted to play outside during thunderstorms. In these circumstances class teachers supervise time indoors until it is safe to return outside.

Class Communication

We will produce a year level newsletter once a term. Please check it for important upcoming events, curriculum information and any special requests needed to support your child's learning. Class newsletters will be emailed out to parents.

At times there will be curriculum tips on how to assist your child's learning.

We will supply our email addresses to you for your convenience, but please remember that we don't always get to check and access our email, so if there is anything urgent, please call the school.

Class Newsletters will also be available on the school website: <http://www.thepatchps.vic.edu.au>

SECTION TWO Behaviour Management

The Patch Primary School-

Berry Street Behaviour Management Model Explained

We believe that every student at The Patch Primary School has the right to learn in an uninterrupted, safe and predictable environment. If a student is continuing to interrupt the learning of others, including impacting the well-being of another student or not following the class/school rules or values, we need a process in place to help these students to re-focus to ensure they and others are able to learn in a safe environment.

At The Patch Primary School students from Grade 3-6 will create an Individual Resilience Plan. This is a plan your child writes in consultation with their teacher. Essentially, this plan is used to redirect children if they are becoming off task or heightened. The plan will allow students to spend 5 mins doing a short activity, such as getting a drink, sitting in a quiet space, bouncing a ball etc. Your child can ask to enact their resilience plan or a teacher may request they enact their plan if their behaviour is beginning to disrupt their, or others', learning, impacting the well-being of another student or not following the class/school rules or values.

In the younger years we feel children need more direction with their resilience plans and therefore in Grades 1-2 the resilience plans are whole class plans that are agreed upon at the beginning of the year. This way the students can feel safe to choose an activity they are familiar with from a pre-determined shared list.

Prep is a year we believe that the teacher needs to model co-regulation, and therefore we don't have formal resilience plans. Co-regulation may look like the teacher sitting with the child, modelling calm breathing and talking through the

problem, the aim is to establish what works for that child to self-regulate. Prep children regularly eat, drink and have mini-breaks/brain breaks.

Teachers may not always say, 'you need to enact your resilience plan', often teachers will simply say, 'would you like to go and get a drink' (or chose something off the resilience plan) to redirect the student and help them deescalate and re-focus, ready to learn.

The de-escalation strategies (verbal reminders, re-directions, co-regulation, positive reinforcement, resilience plans) are used first and foremost as tools to re-direct behaviour. In most cases this is enough to re-focus students and no further action is needed. However, to ensure the needs of others in the class are also met our Behaviour Management Plan may need to be implemented and **levels 1-3** given if a student is continuing to interrupt the learning of others, including impacting the well-being of another student or not following the class/school rules or values.

When a teacher has **immediate** safety concerns for the child, the class, other children or themselves a student may receive an **immediate Level 4** and the Principal / Vice Principal / school leader will be called to remove the student from the classroom.

As we do with teaching and learning, teachers will take into consideration each students individual needs (external factors, home life, illness, additional needs etc..) and will of course make reasonable adjustments for those students as required.

What is Marmook?

Marmook is run during our **second break (2-2.30) in the library**. Staff supervise this space and are available for children who need some support during that time. Marmook is a Wurundjeri word offered for our use by Wurundjeri Elder, Murundindi, and means ancestor pathway or special place. We feel it represents the restorative nature of this space we are trying to create.

How is Marmook used?

Marmook is used in a multitude of ways:

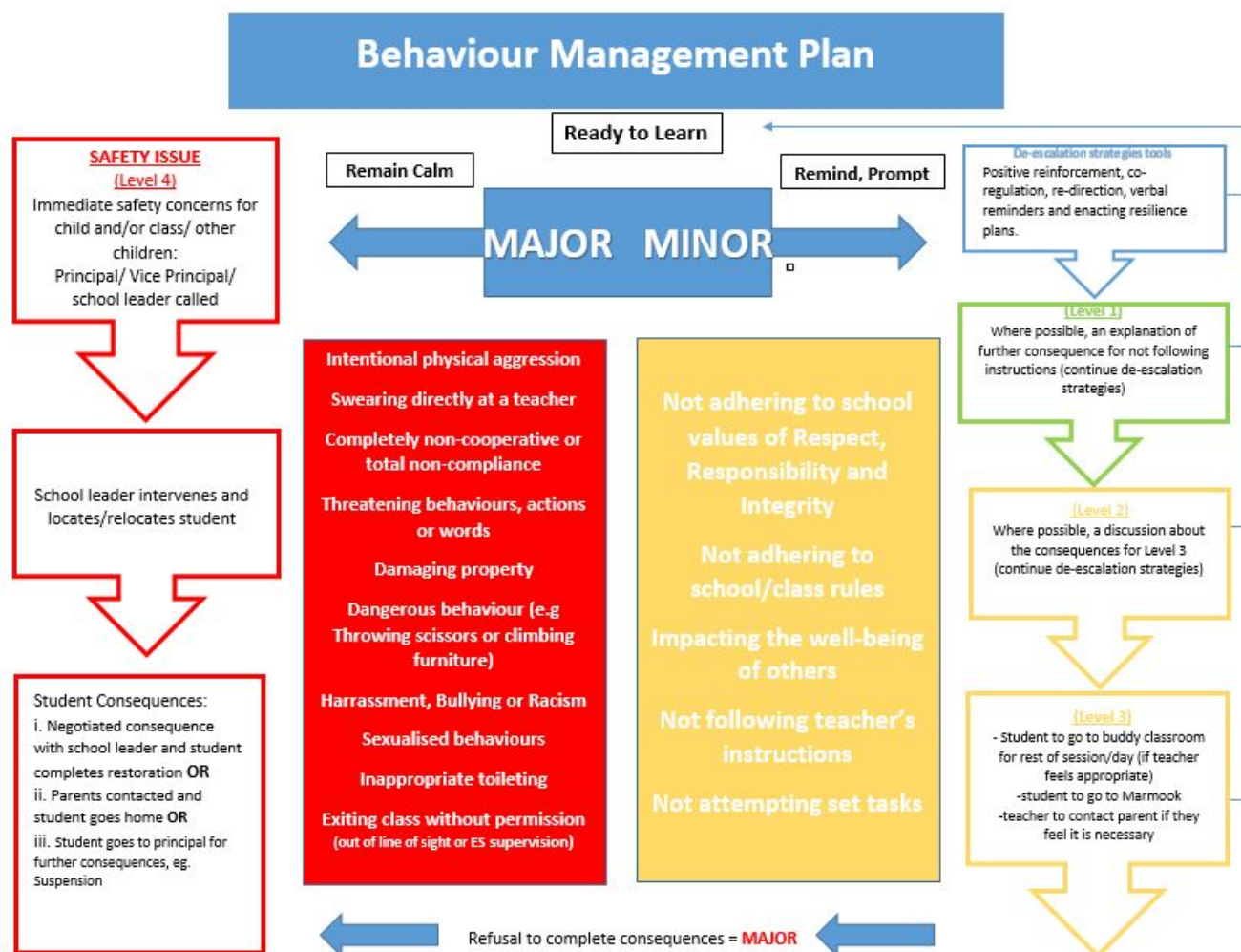
- Students can choose to come into Marmook if they need some quiet time away from the playground. Here they can play a board game, read, draw or chat to the teacher if they have a problem they need help with.
- It is a lovely safe space for children who may be having friendship issues to come. Teachers in Marmook will monitor the children they see regularly and liaise with their classroom teachers to assist where necessary.
- Many children use the space to continue working on projects or tasks that they started in class and wish to develop further.
- A teacher may also ask a student to finish off some work there before heading out to play if they have not used their class time appropriately (there is a teacher there to help if they need assistance).
- **Grade 5/6 only** - Students who DO NOT complete their homework 3 times in a term will have to attend Marmook for half of second break (15 mins) on 3 occasions to complete the assigned homework. If students are not prepared for book circle they will need to catch up on their preparation in Marmook on the day of book circle.

Level 3 (see flow chart)

- It is also used as a consequence and restorative space for a student that reaches Level 3, for continued disruptive or unsafe behaviours that interrupts the learning of others in the classroom, this includes impacting the well-being of another student or not following the class/school rules or values. Once a child has reached Level 3 (see Behaviour Management Plan) they will spend time at Marmook either on the same day or the following day. Here, they **will**

not be met by an angry teacher. Instead the supervising teacher will chat to them about their day, how it could have been different, what they need to do to get back on track, how their behaviour affects others etc. Often, children that come in for this reason just need an external person to listen to them and to workshop what has been going on for them. We believe that having this discussion once a child has deescalated and away from the classroom and their peers is far more beneficial than in the classroom. *Students that have come to Marmook on Level 3, leave at the half time bell so they still have plenty of time to run around and get a drink before going back to class (they are roughly in Marmook for 12-15 minutes).*

Teachers will email/call/chat to parents **ONLY** if they feel it is necessary and further action needs to be taken. Any serious issues are also dealt with by Deb and Michelle privately with the family of the child involved.



Berry Street Educational Model

The Berry Street Education Model underpins everything we do at The Patch Primary School and all staff have been trained to implement this model within their classrooms. It is based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth.

The five domains of the Berry Street Education Model correspond with the child-development capacities that each student must build in order to be 'ready to learn'. We focus first on building their capacity to engage and then nurturing their willingness to engage.

Body

Building students' capacity by increasing physical regulation of the stress response, de-escalation and focus.

Relationship

Nurturing on-task learning through relational classroom management strategies.

Stamina

Creating a culture of academic persistence by nurturing resilience, emotional intelligence and a growth mindset.

Engagement

Motivating students with strategies that increase their willingness to learn.

Character

Harnessing values and character strengths approach to instil students' self-knowledge for future pathways.

SECTION THREE

Curriculum

The Victorian Curriculum

The Victorian Curriculum F-10 is the new curriculum for Victorian schools. It is being implemented in all Victorian Government and Catholic schools this year and incorporates the Australian Curriculum but provides Victorian standards and priorities. The curriculum is accessed from the [Victorian Curriculum F-10 website](http://victoriancurriculum.vcaa.vic.edu.au), (<http://victoriancurriculum.vcaa.vic.edu.au>)

Digital Technology and eSafety

Digital Technologies aims to give students a practical understanding of the process of analysing problems and opportunities, designing and evaluating solutions, and creating and sharing information that meets a range of current and future needs.

The Digital Technologies curriculum aims to achieve this by working within 3 domains - Digital Systems, Data and Information and Creating Digital Solutions.

This year, The Patch students will be working within the Google Classroom and Education modules, and will be issued with a secure logon and password (via the Department of Education and Training, Victoria.) Teaching staff moderate all digital classroom sites, and interactive work will be undertaken by students. This is an initiative of the DET Victoria. The DET secure logon process will also allow the students to have a Microsoft Account, to allow us to use Minecraft for Education and other Microsoft supported educational services.

Indigenous Education

The Patch Primary School's Indigenous Education is underpinned by the School Vision statement and is based on the agreed values of Respect, Integrity and Responsibility. We acknowledge the land as part of the Kulin Nation and specifically as a Wurundjeri Place.

As a school we show respect towards the original custodians of our land at assemblies, with "Welcome to Country" and raising the three flags at assembly – the Australian flag, the Torres Strait Islander flag and the Aboriginal flag.

We celebrate focus days of importance for Aboriginal communities such as Close the Gap and incorporate Wurundjeri Studies in the curriculum. Our outdoor environmental program fosters a multidisciplinary approach to Indigenous studies by providing an Indigenous Tree Trail and Wurundjeri words are used throughout the school.

The school curriculum in Australia has made Indigenous Studies a priority because it provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding enriches students' ability to participate positively in the ongoing development of Australia as they see similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

3/4 Japanese

みなさん、こんにちは！

Japanese at The Patch Primary School is an exciting undertaking, with students learning curiosity, inquisitiveness, empathy and understanding along with Japanese language and culture.

Learning a second language has many benefits to brain development; studies have shown that students are more stimulated and motivated, improve their literacy skills and develop a range of learning and critical thinking skills, and develop deeper intercultural understanding that allows them to become better global citizens.

The Japanese program in 2020 will be delivered in English and Japanese. In Grade 3/4, we will learn and perform songs, play games, have numerous opportunities to practice speaking in both whole class and small group situations. We will revise Hiragana, the Japanese alphabet, with the intention that students will be able to recognise, read and write all 46 Hiragana. Throughout the year we will cover diverse topics such as weather, celebrations, sport and food. We will also incorporate Auslan (Australian sign language) where possible to further enhance our language program.

We also look forward to celebrating 'Japanese Day' on Friday 9th October.

Language learning is a fascinating journey, one that students should be excited about. Our Japanese teacher, Yale, is always up for a friendly chat, and is available at The Patch Wednesday to Friday.

Library

The Library program provides instruction for students on how to use a library effectively, how to access resources and how to borrow selectively and responsibly. It also offers opportunities to promote literature through book discussions, reviews, clubs, open times and shared reading.

All grade 3/4 students will be visiting the library on Wednesday or Thursday with their classroom teacher who will support your child to have a range of just right books available in the classroom in their book boxes. They will also borrow books and reading materials for home reading.

Students are allowed to borrow 3 or 4 books for 2 weeks. Please ensure books are looked after and returned to school when they are due.

If books are lost please let your teacher know. The lost book needs to be replaced with a book of similar quality, topic and value.

Literacy

Our literacy program is designed to develop strategic readers and writers through the explicit teaching of reading and writing strategies. We believe that constructing meaning is the goal of literacy instruction. We want students to monitor and enhance their understanding, acquire and actively use knowledge and develop insight. We want our students to learn strategies for, finding ideas for writing, writing with clear intentions and purposes, developing a working knowledge of the qualities of good writing, developing an understanding of the purpose of revision and learning to edit using appropriate writing conventions.

What is meant by explicit teaching of reading and writing strategies?

Explicit instruction can be broken down into six specific steps:

- Teacher explains *what* the strategy is e.g. making connections in reading or using voice in writing.
- Teacher explains *why* the strategy is important.
- Teacher explains *when* to use the strategy.
- Teacher models *how* to perform the strategy in an actual context while students observe.
- Teacher *guides students* as they practice using the strategy.
- Students *independently* use the strategy.

Literacy instruction in Year 3/4 is divided into 5 parts.

1. Independent Literacy tasks/Conferencing.
2. Explicit whole group instruction.
3. Independent Literacy Practice
4. Sharing of our literacy tasks.
5. Guided writing.

Spelling

THRASS – Teaching Handwriting Reading and Spelling Skills.

In 2018, THRASS was introduced to The Patch Primary School as a whole school approach to the teaching of handwriting and spelling strategies. All staff have been trained in THRASS and will be using it in their classroom daily. THRASS is also a phonetics teaching-tool. It has a phonographic, multisensory focus, complemented by an analogous learning model that makes reading and spelling acquisition much simpler, faster and more sustainable than conventional 'phonic' approaches. As a classroom strategy THRASS is fun, systematic, explicit and linguistically correct. For more information please visit the THRASS website: <https://www.thrass.com.au/>

Music

Music is an important part of school life at The Patch. All students attend music one session per week with our specialist teacher Leanne Barton. Music lessons are practical sessions where students sing, chant, dance, play percussion instruments and create music. Students in grade three and four also begin learning the recorder.

Choir - In 2020 we will be offering the opportunity for students in grades 3-6 who love to sing to participate in a singing group on Thursday afternoons.

We have visiting Instrumental teachers who are available for private or small group lessons for a fee. In 2020 we have Hiro teaching Violin, Jess – Ukulele and Singing and Chris teaching Piano and Guitar. Details for contacting these

teachers are to be found at the end of our whole school newsletter. Students come out of class for 20 - 30 mins per week for lessons.

Grade 3 and 4 Recorder

This year the grade 3 and 4 students will be allocated a recorder which they will keep at school to play in music lessons. It would be helpful if students could also have their own recorder at home to practise with.

Numeracy

The Numeracy program at The Patch is delivered in a variety of ways. Explicit teaching of key mathematical skills underpins our approach, facilitated via whole group, small group and in some cases, individualised learning activities. We encourage our children to explore problem solving in a safe environment where errors are seen as learning opportunities, and open-ended tasks encourage risk taking and multiple solutions to problems.

Comprehension in numeracy is just as important as it is in literacy. We plan for students to develop their comprehension through focused activities, class discussions and the attainment of a rich mathematical vocabulary. ICT is made available to engage and support learning, with Mathletics accessible for students in the classroom and from home.

Regular formal and informal assessment is used to develop a maths curriculum that caters for each student's point of need. Where necessary, students will be supported in small group work to consolidate and extend their understanding of key skills and concepts.

Our goal is to develop confident, creative thinkers who can apply their numeracy skills to solve problems in a variety of real world contexts.

Philosophy

Philosophy sessions provide a forum for children to wonder, think critically and creatively, ask questions, listen to alternate perspectives, evaluate reasons, uncover assumptions and consider that there are multiple ways of understanding the world.

Philosophy is not so much concerned with final answers as it is with coming up with and exploring better questions and tentative answers.

Philosophy will be taught by Pauleen in Grade 3/4A on a Monday and Grades 3/4B and C on a Friday.

Physical Education

Physical Education is the process through which sport, sport education, outdoor adventure activities, dance, gymnastics, aquatics, ball handling and athletics are used to help students learn motor skills and to learn about and achieve physical fitness. Physical Education activities also assist in the development of personal and social skills in students.

Students in P-3 develop the essential fundamental motor skills - catch, kick run, vertical jump, overhand throw, ball bounce, leap, dodge, punt, forehand strike and two handed side arm strike. Mastery of these skills by students is necessary for later higher level skills to occur. They use their newly developed skills while regularly participating in

moderate to vigorous activities as part of an active and healthy life. They begin to form understandings about the links between physical activity and health. They also learn that they need energy to maintain their activity levels.

During years 4-6, students refine basic and complex motor skills and apply them to increasingly complex games, activities and sport-specific situations. Students participate in outdoor adventure activities in natural environments, which develop skills, knowledge and behaviours to enhance and promote safety. They use skills such as strategic thinking to solve real-life problems to improve game performance. Activities in this group include basketball dribble, modified netball, bat tennis and modified baseball – (T-ball).

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skill and behaviours that enable them to:

- Maintain good health and live a healthy lifestyle
- Understand the role of physical activity in ensuring good health
- Engage in physical activity
- Examine physical, social, emotional and mental health and personal development
- Examine the factors that influence food selection and the role of nutrition on health growth and development

Grade 3/4C will have a P.E session on Monday, Grades 3/4A and B on Fridays with games skills being developed during some other sessions during the week. Please ensure they are dressed accordingly.

If your child cannot participate due to injury please let us know either via email or their diary, otherwise we will expect their participation.

The senior athletics carnival will be held on Thursday the 19th of March (unless weather is not cooperative then we will reschedule).

Respectful Relationships

Respectful relationships education is a core component of the Victorian Curriculum through the Health and Physical Education and Personal and Social Capability curriculum areas. Respectful Relationships is a whole-school approach and was created in response to the Royal Commission into Family Violence.

The Patch delivers this program through the Resilience, Rights and Respectful Relationships teaching and learning resources.

The program promotes and models, respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

STEM Education at The Patch Primary School

According to the National STEM strategy (2013) “*STEM is everywhere. Our nourishment, our safety, our homes and neighbourhoods, our relationships with family and friends, our health, our jobs, our leisure are all profoundly shaped by technological innovation and the discoveries of science*”.

STEM stands for Science, Technology, Engineering and Mathematics, and covers the interrelationship between these areas, allowing learning to be delivered in an integrated way, helping a deeper engagement in the four disciplines. The engineering component is found in our design and technologies curriculum which also includes the digital technologies. STEM covers a wide range of disciplines and skills which are increasingly in demand in our rapidly changing world.

STEM education absorbs our environmental education and sustainability programs and is taught at all levels throughout the year. Students will participate in a varied program that develops skills such as collaboration, critical thinking, creativity, problem solving and effective communication.

Nina will be teaching STEM to all year 3/4 classes, with 3/4B having their session on Mondays while 3/4A and 3/4C will have theirs on Fridays. Feel free to chat with her about the program.

Visual Arts

Creative learning experiences in the visual arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives. Learning in the visual arts at The Patch Primary School takes several forms. Through arts practice students learn to develop ideas by drawing upon experience, exploring feelings, observing and researching. In order to communicate ideas, students learn the elements, principles, processes and techniques as well as the cultural and aesthetic values associated with specific art forms.

In responding to the visual arts, students learn to analyse and interpret art works. They learn how the visual arts are practised and valued in different societies and cultures, past and present. They form personal judgements of their own and those of others. They understand the skills and intentions of artists and the social or cultural contexts in which their works were produced. Please ensure that your child has an art smock to be left at school.

SECTION FOUR Extra-Curricular Activities

Camps & Excursions

Excursions form an integral part of the learning experience of pupils at The Patch Primary School and it is expected that all children will attend. Costs of individual excursions and the number of excursions each year are kept to a minimum.

Information will be provided for all excursions. Please ensure that all details on permission slips are completed before returning to the school with payment by the due date. **Payments cannot be made at the office on Fridays.**

Children from grades 3 to 6 attend school camps. The school has a range of venues that are used to provide appropriate experiences at each year level.

Grade 3/4 Camp: Will be held at 'Phillip Island Adventure Resort' on Phillip Island during term 3 - Monday August 24th - Wednesday 26th. We will have a camp meeting for parents in term 2 to discuss preparing your child for camp and answer all of your questions.

There will also be an **Excursion** to Melbourne Museum in the last week of Term 2, linking to Geography and STEM. The Date, cost and other information will be made available in the first week of May as this is the earliest the Museum can confirm the details of our booking.

SECTION FIVE

Assessment

Assessment at Your Child's Level

Assessment at Grade 3/4 level includes the following:

- Essential Maths online testing
- PAT Reading and Numeracy (also ACER testing)
- SWST (Standardised Single Word Spelling Test)
- Running Records of reading (during individual reading conferences – known as “F&P Testing”)
- Individual reading and writing conferences
- Teacher observations and records
- Moderation rubrics
- Class tests

At The Patch Primary School we upload information for analysis to both the Victorian Department of Education and our own web-based databases. Data analysis is used to inform the future teaching of your child.

SECTION SIX

How to Help Your Child

Homework

We strongly believe that Year 3/4 children need time to debrief when they get home from school. They need time to play, imagine, talk, and rest. They have, after all, been asked to think all day. With this in mind we are asking you to do the following with your children for up to 30 minutes per day.

Reading

ALL students are required to read for a minimum of 20 minutes MOST nights or mornings at home. This can be to parents, siblings or to themselves. Students are required to fill in their diaries with a record of their reading, stating the name of the book they are reading and how many pages they have read. We would appreciate it if parents could sign the diaries at least once a week.

Spelling

Your child will bring home a personal list of spelling words most weeks. We will test their words weekly and they will receive a new list if they get all of their words correct. We will provide you with ideas for simple fun activities you can do with your child at home to help them learn their spelling words. Spelling words will be tested every week.

Maths

We recommend your child spending approximately 30 minutes per week on Mathletics. This may be spread across several nights or completed in one night. This may include individual set activities that will tie in with studies at school. In addition you will be asked to practise basic number facts (such as tables) with your child.

Parent Assistance

As school and home is a partnership in educating your child we welcome your assistance in the classroom. The following are just some of the ways you may assist your child:

Classroom assistance: Reading, maths, cooking.

Excursions

School Fundraising Activities

School Camps

School Council Membership

Garden Team

Working Bee Involvement

If you think you have any special or extra skills, interests or hobbies that would add to our program, don't hesitate to let us know either personally or through the parent questionnaire.

Tips on Helping Your Child at Home.

Some tips on helping your child at home:

- As your child moves towards the end of their primary school years it is really important to help them develop independence, initiative, problem-solving and time management skills. Help guide them through these processes but in the words of the wise "Do not do for them, what they can do for themselves".
- The aim is to get your child to think for themselves, to reason, to understand deeply, to build knowledge, to leverage their thinking with others and put knowledge to work in their own lives.
- Give your child roles and responsibilities as it makes them feel valued and worthwhile and helps to make them independent.
- Give your children clear boundaries and realistic expectations for behaviour.
- Develop resilience.
- Never underestimate the importance of speaking and listening to your child as it underpins all their learning. Engage them in lots of talk. Through talk, help them to wonder and question the world around them.
- Talk to them about their learning, what they find difficult, easy, puzzling etc. Help them clarify their thinking by throwing in lots of why questions and 'because's'
- Encourage them to be critical thinkers, readers, speakers and listeners.
- Introduce them to 'powerful words'. This develops their vocabulary and encourages them to use interesting words.
- When learning spelling encourage looking at word patterns, word building, usage and the origin of words.
- Display, in prominent places, things that need to be learnt, like times tables, spelling words etc.
- Use real life, everyday situations, like cooking and shopping to help them develop their mathematical skills and thinking.
- Involve them in the use and handling of money when shopping. Compare prices, weights etc. and discuss 'best buy'.
- Still read to and with them. Talk to them about their reading, even read what they are reading. Discuss things like, what inferences are made, what predictions are reasonable and what conflict and resolution takes place. Stop and discuss interesting words and descriptive, emotional (beautiful) passages.
- Share their music with them and discuss the lyrics.
- Encourage your child to make connections in their learning and with the world around them.
- Finally discuss social issues with them to help develop their awareness, thinking and understanding of the world around them.