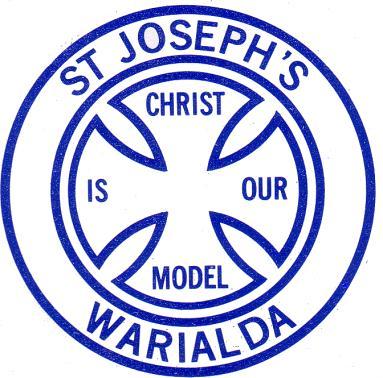
St Joseph’s School Warialda



Parent Information Booklet 2018

Principal: Joe Dimech

Teachers: Jennifer Cutcliffe, Katie Higham   
Administration: Sue Bell, Lisa Moore

Education Assistants: Deanne Bostock, Dymity Logan



Welcome to St Joseph’s Warialda. Our learning and teaching team is made up of Joe Dimech, Jennifer Cutcliffe, Katie Higham, Deanne Bostock and Dymity Logan. Our Administration Assistants are Sue Bell and Lisa Moore. We are excited about working with you and your children as we travel our learning journey this year.

**Which teacher is responsible for teaching my child?**

English and Mathematics are taught by Jennifer and Joe from Monday to Wednesday mornings, Jennifer, Joe & Katie on Thursday; and Jennifer & Katie on Friday with Dymity Monday to Thursday and Deanne assisting every day. Jennifer also teaches the children R.E., HSIE, Creative Arts, Science & Technology and Library with the assistance of Deanne. Dymity works with students identified for the Mini Lit program. Katie teaches PD/H/PE practical (Sport) and theory (Personal Development and Health). The students experience fitness on a Monday and Friday morning during the week and sport of a Thursday afternoon.

## The classroom is a centre for learning

We operate as a multi-staged class using three flexible learning spaces. Children are immersed in real-life and life-like purposeful activities that foster co-operative learning through literacy and numeracy.

**Our Vision For Learning is . . .**

St Joseph’s students are confident, independent, proactive and engaged in their own education. Students display a self-reflective, critical and inquiring mindset to the many learning opportunities provided. They will display high self-efficacy by confidently engaging in collaborative learning and sharing their knowledge, prior and current, to develop new understandings. All students will develop skills to assist them to contribute to our society and become lifelong learners. Teaching and learning at St Joseph’s is founded on the Catholic Core Principles and Values of the Armidale Diocese.

Our flexible learning spaces not only belong to the teachers but also to the children.

## How do children learn best?

Just like adults, children learn in different ways, therefore it is vital that we provide them with a **variety of activities** and learning experiences. Planning a variety of learning experiences at **varying levels** provides opportunities for children to **consolidate and extend their understandings**.

**Working in small ability groups** allows children the opportunity to learn from one another as well as giving teachers the chance to closer observe individual children’s development to then further support or extend their understandings. Working in small groups also provides children with an opportunity to develop their **confidence and self-esteem** to speak up in front of their peers. 

**Homework**

On Monday Homework will be explained and distributed to children along with four home readers for students under Level 30. Students over Level 30 borrow library books for class and home reading. Some children on reading programs also take home sight words. Homework is generally a mix of literacy (word building and writing), Maths and activities covering a range of problems and topics. Homework is an opportunity for children to consolidate, practise and extend their knowledge and understanding of a variety of concepts. Parents play a valuable role in assisting their children with their Homework by actively listening and encouraging their efforts. If your child is struggling with a question, please circle the question so that we know that your child had some trouble - this is very useful for us! If Homework is unable to be completed, please ensure books are returned on Friday with a note. We’d rather the children bring their homework to us during the week for clarification rather than being brought to school incomplete on Fridays.

**Spelling**

Kindergarten and students in the MiniLit program practice their sight words at school and home. The Spelling Program will be individualised for ages and grades. There will be words for students to practice along with a rule or patterns. It differentiates instruction, allowing each child to work at their appropriate instructional level. The Spelling Program focuses a word study approach that teaches students how to look for patterns in words, decode words, examine words for irregularities (“oddball” words: ones that don’t fit a pattern or rule) and study the origin and meaning of words.

**Home Reading**

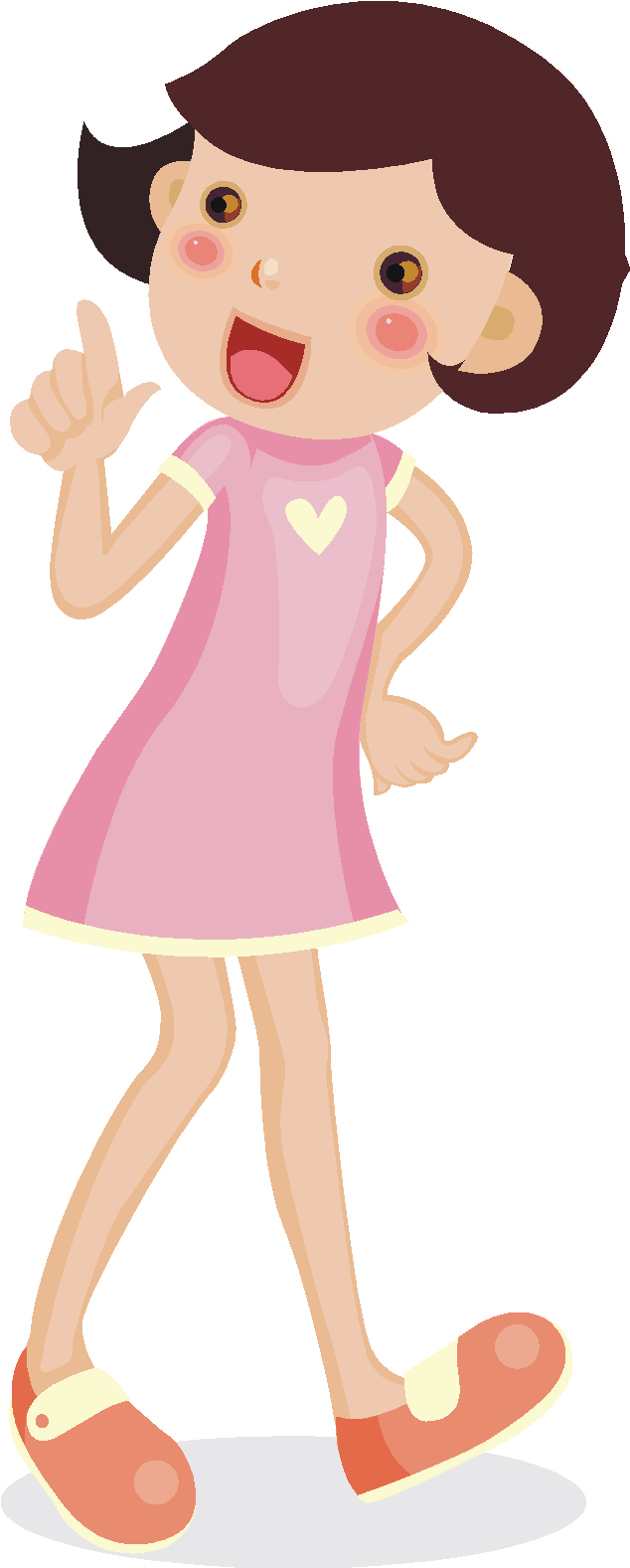
Each Monday, Tuesday, Wednesday and Thursday night your child is expected to spend time reading their home reader. This should involve parental assistance. It is essential that parents sign the reading log to indicate that you have listened to your child and also communicate any concerns. Readers are to be returned to school on Fridays.



The ‘Home Reader’ from school is not the only reading material your child has to read, it is recommended that you identify other reading materials of interest to your child and read aloud to them each night. Studies have shown this greatly improves children’s literacy skills.

**Reading Levels to be achieved by completion of the school year (as targeted by the Catholic Schools Office)**

* Kinder: Level 8 and have a high frequency sight words vocabulary of thirty words
* Year One: Level 15 and have a high frequency sight words vocabulary of more than fifty words
* Year Two: Level 22

**Speaking and Listening**

Throughout the term the children will have an opportunity to speak publicly. They will have the opportunity to read at school liturgies, assemblies and prepare a speech for the KLAs.

**Mathematics**

The school follows the Australian Curriculum for Mathematics (NSW). Maths concepts are taught under the following strands: Working Mathematically, Number and Algebra, Measurement and Geometry, Statistics and Probability.

**Library**

Library lessons will take place on Fridays with Miss Cutcliffe. All children are able to borrow books from the library on a weekly basis. Children will not be allowed to borrow books if they have failed to return their previous loans;

it is also necessary that all children have a library bag.

**Parent Teacher Interviews and Report**

Formal Parent/Teacher Interviews takes place at the end of Term 2. An A to E Report is sent home at the end of Terms 1 and 4. If at any time you need you have any concerns please call the office staff to make an appointment and the teachers will contact you directly regarding suitable times.

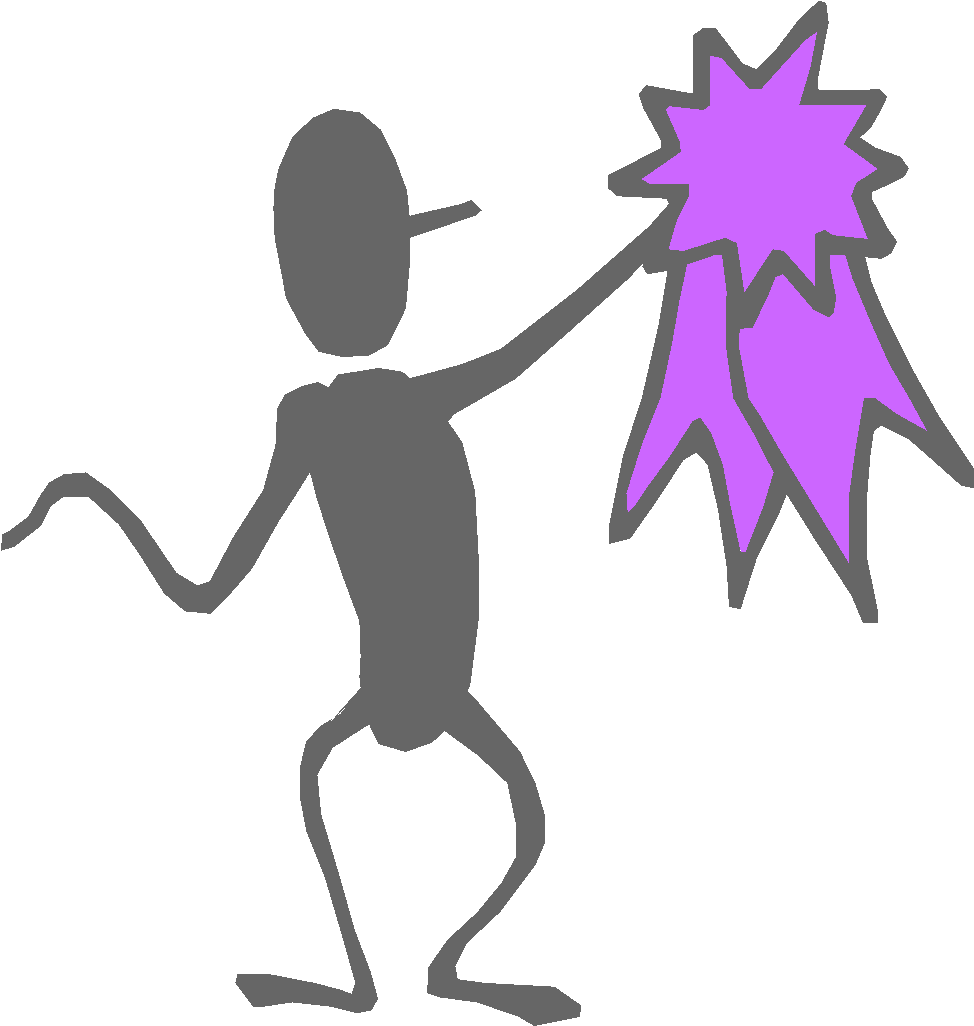
**Positive Reinforcement**

At the start of the year the children developed and signed their acceptance of our Class Responsibilities. These are …

1. We will look after our things and each other.
2. We will treat everyone with respect.
3. We will take pride in our school.
4. We will always try our best.
5. We will be safe at school.

These are phrased as proactive “We will” statements with focus this year on individual and collective responsibility for behaviour regulation and learning.

The children will also be rostered for class jobs and be provided with many opportunities to develop leadership skills. The Stage 3 children will be taking part in a GRIP Leadership workshop in Term 2 as well as all the primary students being members of the Joey’s Mini Vinnies team.



We constantly use positive reinforcement to encourage students work habits and learning.

**Housekeeping**

Crunch & Sip is a fantastic 5 minute daily program for the children to recharge their batteries to get them through their morning lessons. We ask that students bring fresh fruit and / or vegetables, cut up ready to eat and have a drink bottle of water to sip in the classroom. This will ensure we are on schedule within the 5 minutes allocated for this morning snack time.

The Canteen generally operates one day a week and this depends on the availability of parents. A Canteen Roster to prepared each term with the days of the canteen’s operation.

Staff will reheat student lunches in the microwave on Fridays only. This is in order to meet WHS laws and to ensure that staff have an opportunity to sit, have a break and eat their lunch. We appreciate your cooperation in this matter.

Please ensure students’ clothing and belongings are clearly labelled.

We look forward to working together with you to maximize your child’s learning this year.

If at any time you wish to see us, please don’t hesitate to contact the school to make a mutually convenient time to meet.

Kind regards,

Mr Joe Dimech, Miss Jennifer Cutcliffe, Mrs Katie Higham, Miss Dymity Logan, Mrs Deanne Bostock.

**Semester One Scope and Sequence**

Ø Religious Education Units – Creation; Lent and Holy Week; Easter, The Bible, Saints / Australian Church

Ø Mathematics -below

Ø HSIE – The Earth’s Environment,

Ø Science and Technology – School Yard Safari – studying the insects/animals in our schoolyard; learning to record, research animals, Earth’s Place In Space

Ø PD/Health – Water Safety / Getting Along With Others, Active And Healthy / Protecting Me

Ø PE – **1:**Swimming, Cross Country–**2:** Cross Country, Gymnastics (Dance Fever Multi Sport), Athletics

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| **2018 MATHEMATICS SCOPE & SEQUENCE St Joseph’s**  **Teachers : Joseph Dimech, Jennifer Cutcliffe, Katie Higham** | | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **1** | Easter Division Schools Return  No school for Western Division | **FRACTIONS AND DECIMALS / VOLUME & CAPACITY**  **Essential Assessment** | **MULTIPLICATION & DIVISION / DATA**  **Essential Assessment** | **PATTERNS & ALGEBRA / TIME**  **Essential Assessment** |
| **2** | **WHOLE NUMBERS /**  **POSITION**  **\*BEST START**  **Essential Assessment** | **FRACTIONS AND DECIMALS / VOLUME & CAPACITY**  **NAPLAN** | **MULTIPLICATION & DIVISION / DATA SENA TESTING** | **PATTERNS & ALGEBRA / TIME** |
| **3** | **WHOLE NUMBERS /**  **POSITION** | **FRACTIONS AND DECIMALS / VOLUME & CAPACITY**  **Essential Assessment** | **MULTIPLICATION & DIVISION / DATA**  **Essential Assessment** | **PATTERNS & ALGEBRA / TIME**  **Essential Assessment** |
| **4** | **WHOLE NUMBERS /**  **POSITION**  **PAT MATHS / COMPREHENSION** | **WHOLE NUMBERS / LENGTH**  **SENA TESTING** | **ADDITION & SUBTRACTION / AREA** | **FRACTIONS AND DECIMALS / POSITION**  **SENA TESTING** |
| **5** | **WHOLE NUMBERS**  **POSITION**  **Essential Assessment** | **WHOLE NUMBERS / LENGTH** | **ADDITION & SUBTRACTION / AREA** | **FRACTIONS AND DECIMALS / POSITION** |
| **6** | **ADDITION & SUBTRACTION / TIME** | **WHOLE NUMBERS / LENGTH**  **Essential Assessment** | **ADDITION & SUBTRACTION / AREA**  **Essential Assessment** | **FRACTIONS AND DECIMALS / POSITION**  **Essential Assessment** |
| **7** | **ADDITION & SUBTRACTION / TIME** | **PATTERNS & ALGEBRA / MASS** | **FRACTIONS AND DECIMALS / 2D & ANGLES** | **FRACTIONS AND DECIMALS / POSITION** |
| **8** | **ADDITION & SUBTRACTION / TIME SENA TESTING**  **Essential Assessment** | **PATTERNS & ALGEBRA / MASS** | **FRACTIONS AND DECIMALS / 2D & ANGLES** | **MULTIPLICATION & DIVISION / 3D SPACE** |
| **9** | **MULTIPLICATION & DIVISION / 2D SPACE** | **PATTERNS & ALGEBRA / MASS**  **Essential Assessment** | **FRACTIONS AND DECIMALS / 2D & ANGLES**  **SENA TESTING** | **MULTIPLICATION & DIVISION / 3D SPACE** |
| **10** | **MULTIPLICATION & DIVISION / 2D SPACE** | Working Mathematically | **FRACTIONS AND DECIMALS / 2D & ANGLES**  **Essential Assessment** | **MULTIPLICATION & DIVISION / 3D SPACE**  **Essential Assessment** |
| **11** | **MULTIPLICATION & DIVISION / 2D SPACE** |  |  |  |

